

**MYSORE (Karnataka)**

**Final Report**

*by*

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**Sponsored by**  
**Directorate of Adult Education**  
**Ministry of Human Resource Development, Government of**  
**New Delhi**



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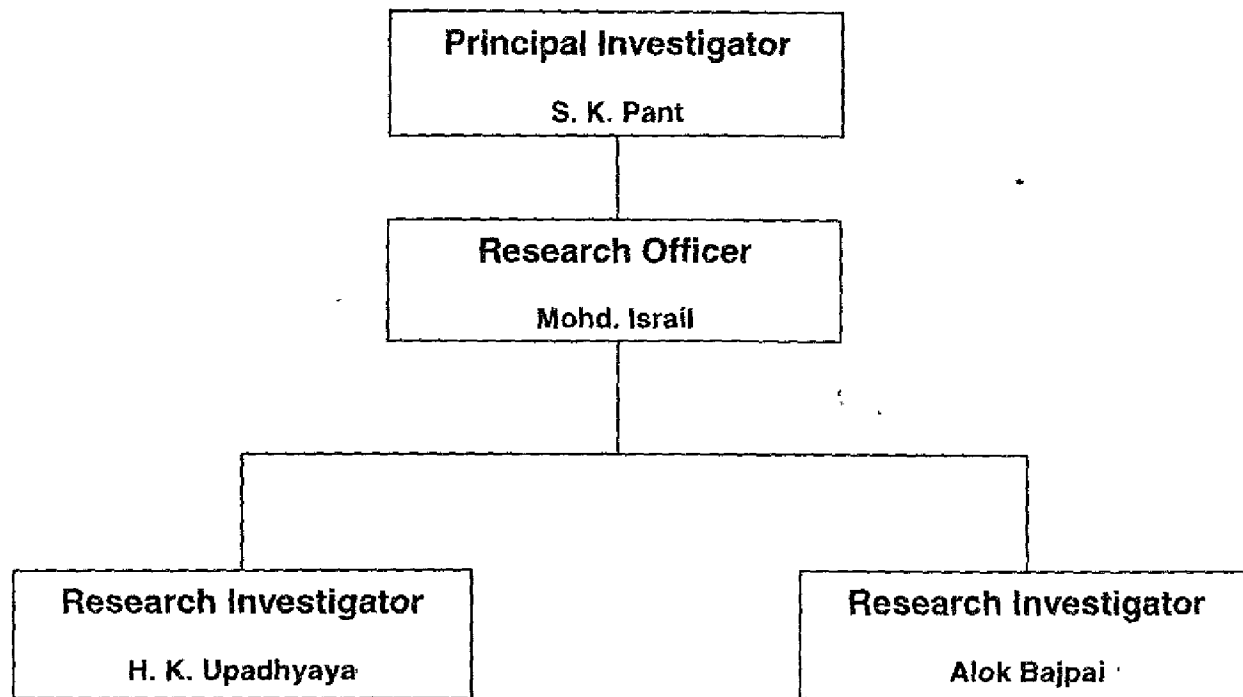
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## Study Team

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## Executive Summary

Total Population (1991)	2281653
Male	1168291
Female	1113362
Total Literacy (1991)	
Male	
Female	
Total Population (2001)	2624911
Male	1335841
Female	1289070
Total Literacy 2001	
Male	
Female	
Establishment of Ist SVP (JSS) in India	March 1967
Name of Jan Shikshan Sansthan and Category	JSS Mysore-B
Year of Functioning of SVP (JSS) at Mysore	1 04.1986
Name of the Parent Organization	JSS Mahavidya Peetha
Registration No of JSS Mysore	93/84/85
Present Status	Working under the aegis of
Period of Evaluation	June-August 2001
No. of Staff as per 2001	13

1.	Total No. of Programmes in last five years (1996-01)	831 (100.0)
2.	Total No. of Courses	624 (75.1)
3.	Total No. of Activities and Other activities	207 (24.9)
4.	Total Learners (In five years)	11243 (100.0)
a)	Male	2474 (22.0)
b)	Female	8769 (78.0)
5.	Caste wise detail of	
a)	SC	1284 (11.4)
b)	ST	369 (3.3)
c)	OBC	2320 (20.6)
d)	Others	7270 (64.7)
6.	Total No. of Learners in Activities	9158 (100.0)
a)	Male	3528 (38.5)
b)	Female	5630 (61.5)
7.	Sample (Proposed)	100 (0.9)
8.	Actual Sample Drawn and Interviewed	111 (1.0)
a)	Male	19 (17.1)
b)	Female	92 (82.9)
9.	Caste wise detail of Sample	
a)	SC	12 (10.8)
b)	ST	-
c)	OBC	16 (14.4)
d)	General	48 (43.2)
e)	Muslim	32 (28.8)
f)	Christian	03 (2.7)

No of nstructors nterviewed
No of Pro ramme Funct onar es
Absolute failure
Partial failure
Absolute Successful Learners
Learners in Private Service
Learners in Self Employment
No of Household in Below Poverty line (in Sample)
No. of Above Poverty line
No. of Collaborating Agency (2001)
Total No of Trades taken in Evaluation
No. of Courses inside the Premises as per (2001)
No. of Courses Conducted outside as per (2001)

#### Major Recommendations:

The role of the institute needs to be redefined Besides providing vocational training t ex-learners rehabilitation, at least in the initial stages.

A separate unit inside the institute needs to be created to look after the ex-learners programme and also monitor activities of ex-learners.

The financial outlay of the institution needs to be suitably enhanced in view of exp operation.

The fees for vocational courses for the deprived sections needs to be more rationalis aticipation.

The quantity of raw material provided to the learners needs to be suitably enhanced t practice with any apprehensions. The modalities of charges for providing additional raw may be worked out.

The number of tools needs to be enhanced to enable the learners to practice on them time, that could add to has confidence.

The avenues of be searching the assistance may be jointly explored by the institute and organisations like Rotary club, Lions club etc may be explored. Similarly help from ex-le

#### Over all Rating of the Institute

Item	Weightage
Performance of Jan Sshiksahan Sansthan Staff	2
Relevance of Programmes to the target group local/community	3
Participants attendance and completion of course	2
Adequacy and proper utilisation of funds	1
Adequacy of infrastructural facilities	1
Adequacy of equipments	1
Regularly and performance of vocational instructors/resource ersons	1
Polyvalency (Life Enrichment Education)	4
Variety and Integration of Courses	
Introduction of Innovative Courses	3
Administration including Planning, Role of Board of Management, Executive Committee, Programme Advisory Committee and Team Work	2
Collaboration in the interest of Jan Shikshan Sansthan	1
Level of skill involved in the courses (high or low)	3
Duration of courses (relatively long or too short)	2
Participation in PL/CE programme including training conduct of nodal CEC(s) and CECs	4
Impact in terms of utilisation of knowledge and skill	3
Minimum score of the JSS	33
Maximum score of the JSS	
<b>Total Percentage</b>	

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*Literacy has always been an area of priority and concern for planners, academicians and administrators. It has rightly been figured at the core of planning since its inception in the early fifties of the twentieth century.*

*The tryst with education has remained quite baffling and intriguing. It has been a saga of success and failures, triumph and disappointments, integration and marginalisations. The success, triumph and integration have been achieved mostly in the field of expansion of educational facilities, physical infrastructure, enrolment levels, number of teachers, enhancement in the level of literacy etc. whereas disappointments failures, and marginalisations in the area of high drop out rates both at the primary and secondary levels dilution in the quality of education, increasing marginalisation of disadvantaged group and females. All this happening in the face of a host of educational programmes launched from time to time.*

*Further, the failure of the planning, to distribute the fruits of development evenly, has also compounded the situation and has given rise to lop-sided development which is marked by the emergence of some developed pockets on the national horizon. These developed pockets, instead of acting as a catalyst of growth have virtually stifled the process of development to other areas by attracting physical and non-physical resources. All this has accentuated the problem of socio-economic disparities, on one hand and has also expedited the process of rural to urban migration, levels of unemployment etc. thereby putting enormous stress on the fragile urban resources.*

*It is against this backdrop that the concept of Shramik Vidyapeeths (SVPs), which later were rechristened as Jan Sikshan Sanasthan (JSS), has been conceived as a centre of continuing education for the adults in the non formal sector. Its objectives are to offer the relatively disadvantaged groups, programmes of polyvalent education i.e. a package of vocational cum general educational knowledge and skills, like enrichment education, in such a manner that suits the learners in terms of the contents, instructional arrangements, timing and duration Besides this the SVPs are also to provide academic and technical support to Zilla Saksharta Samities (ZSS).*

*The scheme came into vogue with the establishment of first Shramik Vidyapeeths (SVP) in Mumbai (Worli) in 1967. Its number has since then been steadily increasing and by 1983 there were 17 SVPs, operating in various parts of the country. Their number further multiplied to 58 by 1996-97 and with the addition of more SVPs it number soared to 91 by October 2000. Today, the SVP offers around 225 different types of vocational training courses that range from candle, agarbati making to of sophisticated items like computers.*

*I take this opportunity to thank Dr. V. Mohan Kumar, Additional Director and Sri S C Gupta, Assistant Director, Directorate of Adult Education, Ministry of Human Resource Development New Delhi for associating our Institute to evaluate the performance of Shramik Vidyapeeth, Mysore. I also thank Jagadguru Sri Srivarathri Deshi Kendra Mahaswamiji, the present pontiff of Jagadguru Sri Shivarathri-shware Mahavidyapeetha (JSS, Mahavidyapeetha) for sharing with us his valuable time. Sri Channa Basappa, the Director of SVP has been very kind to extend all possible help to facilitate the evaluation work. Thanks are also due to Sri A.P. Ramesh, Ms. N.S. Kusma Devi, both Programme Officers, Sri B N Chandra Kantha, the Assistant Programme Officers, Sri H.C. Basava Raju, AC for sparing their time and helping the team in the field work. I would also like to express my sincere thanks to Ms R. Somlata, the Superintendent of State Home for Women and Ms Sayra Bano, the President of Madina Mahila Samaj for extending their help on weekends. Likewise, thanks are due to many resource persons, learners who provided their invaluable support and help to the team. It is not possible to name them individually but their contribution is second to none*

*I would also like to thank our Director Prof. Janak Pandey for not only assigning the study to me but also extending all the facilities of the institute to enable me to complete the work.*

*In the end, I would also like to thank my project staff who worked tirelessly to complete it. It would not have been possible to complete it with the active support*

S K. Pan

# Chapter- One

## Intro

### 1.1 Development Experience in India Perspectives

Ever since the inception of planning in the early fifties, improvement in economic conditions of the people at large, has always figured at the core of p consistent efforts have been made in subsequent plans through various sc programmes besides making Constitutional provisions to safe guard the inte deprived section and vulnerable groups. This approach of welfare programmes, p based on the general premise that improvement in the general of the pe automatically lead to the amelioration in the conditions of the poor people al (1984).

The five decades of planned efforts have borne fruits as the country h leaders in many areas like science, technology, agriculture, medicine etc. Howe areas, it has also met with disappointment. Among the areas where the plannin succeed, one such glaring omission has been in the field of literacy (Visaria, C Visaria, 1993).

The perusal of the literacy profile of the country shows that there has be increase in the literacy rates of SCs and STs during the last three decades,, howe between the literacy rates of SC and ST and those of the general population i persisted but has even widened (Ninth Five Year Plan, 1997-2002, Vol. II).

Table 1.1

#### Literacy Rates of SCs, STs and General Population

Category	1971	1981
General Population (including SC/ST)	29.45	36.23
Scheduled Castes	14.67	21.38
Scheduled Tribes	11.30	16.35
Gap between SCs and the General Population	14.78	14.85
Gap between STs and the General Population	18.15	19.88

Source : Ninth Five Year Plan 1997-2002, Vol II, 358

Further, though there has been an increase in the overall literacy levels, number of illiterates, in absolute terms, too has gone up during the same period (

This goes on to show that the number of people with lack of low literacy skills still prevail as the country prepares to join in global economy. Hence, it is against this background, when the scholars and planners are busy giving shape to the concept of global village by bringing all the fraternities around the world under one roof, the relevance of education and skill development assumes far greater significance than before. It has been feared in many circles that such integration if ever materializes, would be capable of unleashing in unprecedented amount of socio-economic and cultural change in to our lives. Only those would be able to survive the onslaught who are socially strong and economically viable whereas the rest of the communities would be sucked away, up- rooted and decimated (Pant and Bhatt, 2000)

Likewise, the planning has also failed to distribute the fruits of development evenly as a result of which many areas and regions have surged ahead while other have lagged behind in socio-economic scale. These developed regions and pockets, instead of acting as a catalyst of growth, have virtually stifled the development process to the other backward regions by attracting physical and non-physical resources. As a result of which the problem of regional disparities have not only persisted and grown, with the passage of time, but have even become more sharp. And one way, in which these have manifested is in the form of rural to urban migration (Prabhu, 1998, EPW Foundation, 1994)

This rate of rural to urban migration has also steadily inclined with the passage of time as the rate of urbanization picked up, thereby, putting enormous pressure on the fragile urban resource. These rural migrants who come to urban areas face a hostile environment. On account of their poor literacy and vocational skills, they don't succeed in finding jobs in urban formal sector, which too, has its own limitations and are ultimately drawn towards urban informal sector (Pugh, 1995). But as this sector is not governed by any formal or standard rules, the wage structure and returns offered, here, are of very poor nature, which, in turns, proves to be highly inadequate to support their large families (Pant, 2001). Therefore, to counter this menace, they, at times, deploy their whole family which include their children, to supplements their household income. Education, in the process, is relegated to lower place. Their low literacy and skill status also acts as a big handicap against their development, on account of which a majority of them live in the state of perpetual poverty.

in the present state of globalisation when the industrial organised sector is being marked by take-over, mergers acquisitions, and liquidations, the position of rural migrants, who subsequently become part of urban poor, become particularly vulnerable (Rao, 1998). All this finally results in large-scale retrenchment of (skilled) workers. It is against this background that the future of these migrants holds no place unless some concrete actions, are not taken to address their problem on urgent basis. Therefore, in order to prepare them to take the outside world, on equal footing, they need to be provided functional literacy with vocational skills. By enhancing their literacy and vocational skills, they would not only enhance their work effluence, and sharper their capabilities for adaptation to the fast changing socio-economic and technical milieu

The non-formal stream of education provides ideal ground for them to meet out their objectives, because educational and vocational needs of these deprived sections constitute special area of continuing education, demanding its own strategy, institutional arrangements and techniques (MHRD, 2000) Realising the needs against rapidly growing urbanization,, the Ministry of Education and Culture, Government of India, started a scheme of Shramik Vidyapeeths (SVPs). It is programme of adult education specially designed for workers in the urban and industrial areas and impart educational and training needs of numerous groups of adult and young people, mostly belonging to the un-organised urban informal sector

## **1.2 The Shramik Vidya Peeths (SVPs): An Introduction**

Shramik Vidyapeeth (SVPs) or the Polyvalent Adult Education is an innovative educational scheme, introduced by the Government of India in pursuance of an agreement that between Government of India and UNESCO in 1964. The distinct features of SVP are:

- i) the flexibility characteristic of non-formal education;
- ii) the special target group of socially, economically and educationally deprived sections of the urban society, identified as the worker population, and
- iii) the objective of providing polyvalent education that is meant to provide the individual not only the skills to enhance his productive potentiality but also the knowledge necessary for him to improve the quality of life.

The polyvalency of SVP scheme means that the SVP programmes are designed to cater to the vocational cum general educational needs of the target group, by offering

multifaceted needs of the target group (Aikara 1993). This is what makes the SVP a special non-formal educational scheme. The contents of SVP programmes with particular mix of vocational cum-general educational elements are determined by specific needs of the particular target group identified in a community and the programme has to be implemented in a manner that suits the target groups.

The SVP scheme is based on the lines of poly-valency education of Yugoslavia, and the UNESCO was interested in promoting this education in India, as a sequel to it, the first SVP was established in Worli and Bombay in March 1967 and the second in 1975 in New Delhi. By the year 1980, there were 12 SVPs operating in the country. Their number subsequently multiplied, with the passage of time, and by the end of October, 2000, their number had increased to 91. Today, the SVPs offer a round 225 different types of vocational training programmes which range from candle and agarbati making to more sophisticated items like computers.

As SVP is an educational scheme of the Government of India, it gets financial support from the Ministry of Human Resource Development, for recurring and non-recurring expenditure. The Directorate of Adult Education (DAE) in the Ministry of Human Resource Development (MHRD), provides technical support and guidance to SVP and monitors its functioning.

An individual SVP functions as an autonomous institution or is affiliated to State/Central government, university or voluntary organisation. Thus, there are degrees of relationship between SVP and its affiliating agency. Some function as a part of the affiliating agencies and others could just be attached to them.

In order to facilitate the SVPs to play an effective role, the government recently had expanded their area of operation. They are now expected to cover both urban and rural clientele. In addition, they are also expected to organise equivalency programmes through open learning systems. Subsequently their financial support has also been enhanced.

### **1.3 Monitoring and Evaluation of the Scheme**

The programme of SVP has been evaluated several times by various institutions. The first evaluation was carried out in 1968 by Prof. M.S. Gore of Tata Institute of Social Sciences, Mumbai. It was subsequently followed in 1974 by again by Gore and Muttagi of the

same institution. Two years later in 1976 the Government of India set up a committee under the chairmanship of Anil Bordia to review the workers Social Education Institutes and SVPs. The committee recommended merger of Social Education Institute and SVPs and further expansion of SVPs. Similarly in 1985, J. Aikara of Tata Institute of Social Science was entrusted the task of evaluating four selected SVPs. Another evaluation of SVP scheme was commissioned to Prayag Mehta in 1986 by the Directorate of Adult Education, Government of India. These two evaluation projects the first in in-depth study of four SVP and the second, review of the SVP scheme in the country, were carried out simultaneously.

#### **1.4 Objectives of the Study**

The present exercise is also an evaluation of Jan Sikshan Sansthan in respect of their work. More specifically the evaluation includes:

- I) To assess the extent to which the SVP has been able to fulfill the objectives of the scheme, with particular reference to the activities conducted by it during the last five years viz. from 1996-97 to 2000-2001.
- II) To evaluate the quality and content of various vocational and skill development programmes undertaken by SVP, its relevance and impact in improving the occupational and technical knowledge of the beneficiary,
- III) To assess the extent, to which the programmes of SVP, have benefited the disadvantaged sections of the society and those clientele for whom the scheme was meant,
- IV) To evaluate the strength and weakness of SVP and suggest measures for its further improvement.

#### **1.5 Methodology**

As the entire evaluation exercise was to be completed within a short period of time viz. sixty days, the Directorate of Adult Education in May 28, 01 organised a one-day orientation course at its office in New Delhi to chalkout a uniform methodology and other issues related with evaluation work. All the empanelled agencies were requested to attend. Each of the empanelled was assigned two SVP to be evaluated and both of these SVP were located in different location and not within the state of empanelled agency. The basic premise, was that an outside agency perhaps was better placed to detect the weakness in the programme, in a much better way, than the one located close to them. The two S.V.P's assigned to G. B. Pant Social Science Institute, Allahabad were SVP, Mysore and SVP, Jodhpur.

Further it was also decided in the meeting that for evaluation work a total of one hundred (100) beneficiaries would be covered. However, the selection of beneficiaries should be such that it represented the maximum number of vocational programmes, the SVP organizes in a year. The empanelled agencies were also asked to evaluate the performance of SVP based on their previous five years work, viz. from 1996-97 to 2000-2001. Based on the performance these the SVPs were to be graded. To facilitate the work of grading, the Directorate also provided the guideline which contained fifteen items that covered various aspects of SVP functioning and for each aspect, the agency was asked to assess the performance on three levels viz. below average, average and above average and accordingly assign a score of 1, 2, 3, and 4 respectively. These scores were to be subsequently multiplied by the respective weights, each item, was assigned by the Directorate. Thus, the minimum score a SVP could obtain was 33 and the highest being 99. However, it also decided that for those SVP, where the programme of continuing education was not in operation of their grading was to be carried by not including the weight of continuing education. Thus, there the minimum and maximum score were lowered to 29 and 87 respectively. Further, for striking continuity, it was also decided to recast the score on uniform percentage scale. Thus, the maximum score of 99 or 87 was to be converted to 100 percentage point and based on the score, the evaluated those SVP were to be further categorized as the one performing below the average, average or above average level. Thus, if the SVP's score varied between 33 percentage point to 50 percentage points, it was to be graded as those institutions who were performing below the average level, the score between 51 percentage point to 65 percentage points was to be treated as average performers while if the score exceeded 66 percentage point to 80 percentage point, they were to be identified as good performers and those SVP where average score exceeded over 81 percentage point, they were to be accepted as very good performers.

## **1.6 Evaluation of SVP**

The evaluation of SVP has been carried out, as per the guidelines, provided by the National Literacy Mission, Directorate of Adult Education. It covers all the three aspects of evaluation viz. the input, through put and output. In order to ascertain the extent to which the



VP has been able to achieve its objectives and identify the factors that have been its performance or achievements.

The input components include human and material input, the throughout refers to managing programme activities, idle shortages and in unitary whereas refers to the achievement level of learners, utilization of knowledge and skills through the SVP and their ultimate impact.

## 2.7 Sample Size

As desired earlier, the size of sample, in the one day orientation course fixed around one hundred beneficiaries, however, it was also resolved that care be taken to make the sample close representative of the universal, which in other words that the sample should ideally reflect the overall working of these Shramik Vidyaapee. In the analysis was to be based on their previous five years of working's, it was also decided to give twenty percent weight to each years beneficiaries keeping the guidelines in view; a details profile of all provinces organised by the Shramik Vidyaapee in Mysore during the last five years was drawn. These programmes were further categorized on the basis of their tenure or duration. A brief profile of the methodology adopted for sample is summarized in (Table-1.2).

**Table- 1.2**

### **Profile of the Programmes Organized by Shramik Vidyapee of the Beneficiaries**

Duration of Course	1996-97		Sample drawn	1997-98		Sample drawn	1998
	No. of courses	No of beneficiaries		No of courses	No of beneficiaries		No of courses
Above Six	01 (0.8)	13 (0.5)	1	-	-	-	-
Six months	24 (19.4)	384 (14.8)	3	38 (28.1)	562 (23.7)	5	32 (23.5)
Five months	-	-	-	1 (0.7)	18 (0.7)	1	-
Four months	11 (8.9)	214 (8.2)	2	11 (8.1)	176 (7.4)	2	13 (9.6)
Three and half months	-	-	-	1 (0.7)	9 (0.4)	1	-
Three months	8 (6.5)	132 (5.1)	1	11 (8.1)	167 (7.0)	1	25 (18.4)
Two months	8 (6.5)	116 (4.5)	1	2 (1.5)	34 (1.4)	1	2 (1.5)
One month and half month	1 (0.8)	9 (0.3)	1	1 (0.7)	18 (0.8)	1	-
One month	16 (12.9)	304 (11.7)	2	14 (10.4)	249 (10.5)	2	15 (11.0)
Less than one month	55 (44.0)	1427 (54.9)	11	56 (41.5)	1139 (48.0)	10	49 (36.0)
Total	124 (100)	2599 (100)	22	135 (100)	2372 (100)	24	136 (100)

Table

Duration of Course	1999-00		Sample drawn	2000-01		Sample drawn	Total No of courses
	No of courses	No. of beneficiaries		No. of courses	No of beneficiaries		
Above Six	-	-	-	-	-	-	01 (0.2)
Six months	38 (32.5)	638 (30.7)	6	30 (24.0)	464 (22.3)	5	162 25.4
Five months	-	-	-	-	-	-	1 (0.2)
Four months	12 (10.3)	204 (9.8)	2	11 (8.8)	158 (7.6)	2	58 (9.1)
Three and half months	-	-	-	-	-	-	1 (0.2)
Three months	17 (14.5)	261 (12.6)	3	18 (14.4)	270 (13.0)	3	79 (12.4)
Two months	3 (2.6)	36 (1.7)	1	2 (1.6)	31 (1.5)	1	17 (2.7)
One month and half month	-	-	-	-	-	-	2 (0.3)
One month	13 (11.1)	221 (10.6)	2	26 (20.8)	427 (20.5)	4	84 (13.2)
Less than one month	34 (29.1)	717 (34.5)	7	38 (30.4)	730 (35.1)	7	232 (36.4)
Total	117 (100)	2077 (100)	21	125 (100)	2080 (100)	22	637 (100)

Source : Various issues of Annual Report.

Note : Figure in bracket denotes percentage.

Further, the proportion of beneficiaries from each of the programme was and twenty percent of them are randomly selected. However, care was taken to beneficiary if the fraction of the percentage exceeded 0.5 percentage point. Lik also decided to include the beneficiary even if the programme contained beneficiaries or had not been organised regularly. Thus, the maximum number of a particular programme in the sample was one and the higher number decided up month value of fraction arrived at working out twenty percent of benef

The perusal of table shows that the total number of beneficiaries selected. The highest number of beneficiaries or learners came from the those courses than a month duration while least number was from the course whose duration was months.

## Chapter- Two

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### Shramik Vidyapeeth - Mysore

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#### 2.0 The Profile

The ShramikVidyapeeth or the Jan Sikshan Sanasthan started functioning in Mysore city from April, 1986 under the aegis of SVP Mahavidyapeetha, a reputed organisation in the field of education. It has been conducting a number of skill oriented man power development training programme for the benefit of urban youths. These programmes could, broadly be classified into four categories. viz. skill development programmes, skill upgradation programme, life enrichment programme and literacy linked vocational programmes.

The salient features of these programmes could be summarised as.

- (i) They are Need based i.e. the programmes are planned and executed in such away that they suit the needs of the clientele and society,
- (ii) They are specifically tailor made, to suit the ability, educational background, socio-economic conditions etc. of the clientele beneficiaries,
- (iii) They are by nature, flexible with enough room to make changes, if required, to achieve a given goal,
- (iv) They are of short duration with part time classes so that the youth who are engaged in bread earning activities, could also benefit from these programmes during their less time.
- (v) They are polyvalent education inputs, keeping in view the total development of the clientele group, additional educational inputs could also be given besides the knowledge and skills of related trades, and
- (vi) They are low cost programmes, is the SVP mobilises all available resources in the community.

#### 2.1 Pattern of Courses & Profile of Beneficiaries

The institute over the last five years viz. from 1996-97 to 2000-01, has organised a total of 831 programme and 624 courses that have benefited 11,243 beneficiaries of which about 78 percent were females. The term programmes implies all types of creativities undertaken by it during the year. It is also well known that the institute organises various kinds of programmes of different duration and all programmes do not lead to skill development some programmes of short durations viz. of two days are organised to sensitised and make the people aware. The five days duration programme also aims at developing skills and are also known as life enrichment programmes.

The perusal of the table shows that proportion of female beneficiaries is generally higher than male beneficiaries. Further, the age wise classification shows that the beneficiaries age group of 15-25 years, overwhelmingly dominated the other age categories.

The social classification pattern shows that the proportion of SC and ST together is large, hovered between 33 percent to 44 percent during the last five years. This shows that the proportion of ST has been consistently higher than other social categories, which indirectly reflects their poor social status.

The study also shows that the beneficiaries belonged to all categories of income. However it further shows that the proportion of beneficiaries belong to lower income viz with a monthly income of less than Rs. 500/-, was gradually picking up over the years, which was a positive step for both the beneficiaries as well as the institution.

It, further, shows that if we classified the beneficiaries, on the basis of occupation, the proportion of prospective wage workers was highest, followed by self-employed, who were employed on wage basis. The proportion of self-employed beneficiaries was quite small, which may be on account of their nature of work that requires them much time. What is really positive that both the proportion of prospective wage earning beneficiaries was gradually picking up (Table 2.1).

**Table 2.1**  
**Profile of Programmes & Beneficiaries**

Total Programmes	Total Courses	Gender			Age-Classification			Social
		Male	Female	Total	Below 15 yrs	15-35 yrs	Above 35 yrs	
164	124	663	1936	2599	94	2094	411	244
(19.7)	(19.9)	(26.8)	(22.1)	(23.1)	(33.3)	(34.1)	(40.3)	(19.0)
192	135	526	1846	2372	30	2221	121	311
(23.1)	(21.6)	(21.3)	(21.1)	(21.1)	(10.6)	(36.1)	(11.9)	(24.2)
160	123	420	1695	2115	85	1834	196	294
(19.3)	(19.7)	(17.0)	(19.3)	(18.8)	(30.1)	(29.8)	(19.2)	(22.9)
138	117	439	1638	2077	60	1862	155	263
(16.6)	(18.8)	(17.7)	(18.7)	(18.5)	(21.3)	(30.3)	(15.2)	(20.5)
177	125	426	1654	2080	13	1930	137	172
(21.3)	(20.0)	(17.2)	(18.9)	(18.5)	(4.6)	(31.4)	(13.4)	(13.4)
831	624	2474	8769	11,243	282	6149	1020	1284
(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)

Total Programmes	Total Courses	Income Classification			Occupational Classification	
		Below Rs 500	Rs 500-1500	Above 1500	Employed Wage earners	Self Employed
164	124	118	2222	259	55	1856
(19.7)	(19.9)	(2.7)	(48.5)	(11.1)	(15.0)	(50.0)
192	135	1174	707	491	64	1647
(23.1)	(21.6)	(27.1)	(15.4)	(21.1)	(17.5)	(44.2)
160	123	953	579	583	96	82
(19.3)	(19.7)	(22.0)	(12.6)	(25.0)	(26.2)	(2.2)
138	117	886	628	563	71	67
(16.6)	(18.8)	(20.5)	(13.7)	(24.2)	(19.4)	(1.8)
177	125	1199	448**	432 <sup>0</sup>	80	71
(21.3)	(20.0)	(27.7)	(9.8)	(18.6)	(21.9)	(1.9)
831	624	4330	4585	2328	366	3723
(100)	(100)	(100)	(100)	(100)	(100)	(100)

Source : Annual Progress Report, 2001-01 SVP, Mysore

: Figures in bracket denote column Percentage.

\*\* Rs. 2001-2500/-.

<sup>0</sup> Rs 2501 and above.

## New Courses

The institute besides organising regular vocational training courses has also been organising some innovative and new courses for the benefit of urban poor. The perusal of reports of the last five years shows that for 1996-97, they had organised eleven such courses, for the year 1997-98, their number was nine, for 1998-99 it was ten, while for 1999-2000 there were eleven new courses organised by them. The number of new courses for 2001 was once again eleven.

These courses range from book binding, gift article packing, low cost latrine construction training to basket making, entrepreneurial awareness-programme, sewing machine mechanism, North Indian Dishes etc.

The study also observed the basis of introducing new courses. The institute, each time it expands its area of operation and the new slums are approached, the functionaries, and the staff of institute also identify the basic needs of the area. Along with it, there is also constant improvisation in the products produced by the beneficiaries at the institute, keeping in view their marketability. Such as, in the case of embroidery, earlier, it was done with cotton thread, however, of late, it is being done with silken yarn (Table 2.2).

**Table 2.2**

### Profile of New Courses Organised by the Institute

Sl. No.	Courses Name
1	Cine and Drama make-up
2	Book binding
3	Gift article packing
4	Dharwad Kasuthi
5	Advanced watch & Time piece Mechanics
6	How to use fashion makers
7	Kutch work a type of embroidery
8	Leather item making
9	Embroidery by fashion maker
10	Low cost latrine construction work
1	Dish Antenna & Cable Operators Training
2	Spoken Hindi
3	Armature rewinding course for women
4	Chat Item preparation
5	Mixie-grinder repairs for men & women
6	Soft toys making
7	Aerobics
8	Hair Style
9	Intensive awareness drive for women inconnection with International womens Day Celebration

Table 2.2 Contd

1	Basket Making
2	Bamboo making
3	Mixer Grinder repair
4	Baking
5	Hair Style
6	Ice-cream preparation
7	Greeting card by Embroidery
8	Community Development Programme
9	Entrepreneurship Development Programme
10	Awareness camp for women
1	Hand embroidery
2	Basic Electronics & T.V. Mechanism
3	Electrical wiring & Appliance repair
4	Screen Printing
5	Dress Making
6	Creativity of fabric Painting
7	Chat Item Preparation
8	Soft toys making
9	North Indian Dishes
10	Sewing Machine Mechanics
11	Entrepreneurship Development Programme
1	Typing (Kannada & English)
2	Motor Rewinding
3	Two wheelers Mechanics
4	Computer Software fundamentals
5	Handicrafts item
6	Generators Repairs & Maintenance
7	Graphic Arts
8	Colour T.V. Servicing
9	Desk Top Publishing (DTP)
10	Soft Wood Works
11	Vegetable carving

## Venue of Courses

The institute organises vocational training both with or inside its campus as well as outside. The outside venue is decided jointly by the Institute and its collaborative agency. The Institute for organising training programmes outside its campus also comes under the limitation of

The perusal of annual reports shows that since 1995-96 to 2000-2001, the institute organised a total of 579 training programmes of which 234, or over 40 percent of the programmes were organised within the campus and remaining 345 or about 60 percent outside its premises. It could also be seen that a total of 11,243 beneficiaries had received training of which the proportion of beneficiaries receiving in house or within campus was about 31 percent. It also shows that the proportion of beneficiaries attending training course inside the campus premises was marginally less than the one attending training programmes outside institution premises. It was observed that in the programmes that are conducted within campus premises, the participants enrolled, are, generally literates, the plausible reason

could be the catchment area of the training venue which is urban. However, the programmes that were organised in far flung colonies or sums, the incidence of literacy is also found among the beneficiaries.

There were some programmes in which only literates could participate and these programmes also entailed a minimum level of qualification. Programmes like refrigeration, AC mechanics, typing, basic electronics & TV mechanics, beneficiaries, computer software fundamentals, spoken English, photography, etc. It was also seen in our personal visits to centres, in which, illiterate participants also participate, and if they do not develop literacy skills then the instructors faced a lot of difficulty. It was also found out that literate beneficiaries could also make class notes during the classes and their achievement level was also generally high (Table 2.3).

**Table 2.3**

**Details of the Programmes Conducted and Location of Venues**

Year	Inside the Campus	Beneficiaries Attended	Outside Campus	Beneficiaries attended	Total number of Programmes	Total number of beneficiaries
1996-97	49 (20.9)	873 (24.7)	75 (21.7)	1726 (30.9)	124 (21.4)	2599 (23.1)
1997-98	48 (20.5)	836 (23.6)	87 (25.2)	1536 (27.5)	135 (23.3)	2372 (21.1)
1998-99	32 (13.7)	N.A	46 (13.3)	N.A	78 (13.5)	2115 (18.8)
1999-00	55 (23.5)	1004 (28.4)	62 (18.0)	1073 (19.2)	117 (20.2)	2077 (18.5)
2000-01	50 (21.4)	823 (23.3)	75 (21.7)	1257 (22.5)	125 (21.5)	2080 (18.5)
Total	234 (100.0)	3536 (100.0)	345 (100.0)	5592 (100.0)	579 (100.0)	11243 (100.0)

## 2.4 Literacy Status of the Beneficiaries

The guidelines clearly state that the institute organises programmes keeping in view the objectives and target group in the area where it is located. Their activities include programmes related to adult education, vocational education in post-literacy and continuing education programmes, equivalence, programmes through open learning system, improving vocational skills for vertical or horizontal movement etc. These programmes are organised with the help of resource persons, the curriculum for each of the vocational courses may be developed by them, which contains not only technical input but also input regarding general awareness. At the end of each course, the beneficiaries are administered a simple test and course completion certificate is awarded.

The profile of beneficiaries and their literacy status has been studied during the last years. It shows that the proportion of illiterates have gradually declined as the mass from 1977 to 2000-01. It also shows that the proportion of neo-Literates with the exception of year 2000-01, was less than 20 percent while the incidence of literate beneficiaries has steadily declined. Another aspect is that the institute could also succeed in making persons literate through skill development. However prior to 2000-01, the records regarding this important aspect were not available in the annual reports and it appears that this type of information has been recently collected.

**Table 2.4**

**Details of Literacy Status of Beneficiaries**

Illiterates	Neo-Literate	Below VIII	Above VIII	Total	Persons made Literate through Literacy linked skill training
142 (39.7)	27 (18.0)	429 (8.5)	2001 (35.2)	2599 (23.1)	-
28 (7.8)	16 (10.4)	284 (5.6)	2004 (35.9)	2372 (21.1)	-
55 (15.4)	40 (26.7)	376 (7.5)	1644 (28.9)	2115 (18.8)	-
95 (26.5)	15 (10.0)	1967 (39.0)	-	2077 (18.8)	-
38 (10.6)	52 (34.7)	1990 (39.4)	-	2080 (18.5)	-
358 (100.0)	150 (100.0)	5046 (100.0)	5689 (100.0)	11243 (100.0)	38 (100.0)

**(i) Various issues of annual report.**

**(i) Records regarding conversion of illiterates to literacy linked skills training not available.**

**(ii) Figures in bracket denote column percentage.**

**Organizational Structure/Management**

The institute operates under the aegis of SVP Mahavidyapeetha, a renowned institution in the field of education in Karnataka, which was established in 1954 by Jagadguru Sri Veerasimhasana Sansthana Math, Suttur and is a centre of learning that has more than 200 institutions spread out in Karnataka, neighbouring Tamil Nadu and Uttar Pradesh. It is currently headed by Jagadguru (Dr) Sri Shivarathri Deshitendra Swamiji who in the twenty third pontiff of the Math (SVP Mahavidyapeetha, Mysore at a glance).

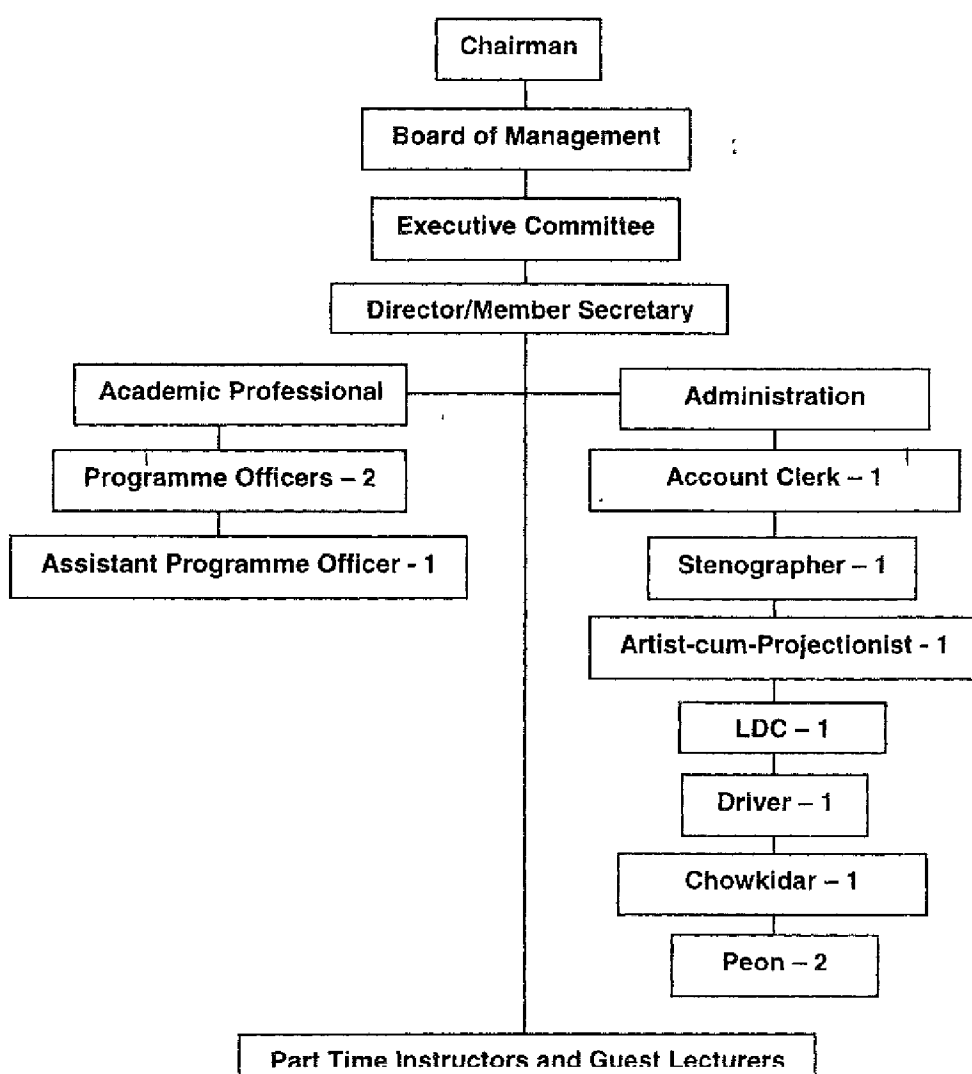
The Chairman of Institute's Boards of Management is the pontiff of Mahavidyapeetha, assisted by team of members in managing the affairs of the institution. These members are the representatives of different government departments/organisations of state and central government. The Director of institute is its ex-officio member secretary.



The members of the Board of Management take policy decisions in connection with the functioning of SVP, conducting of programmes and activities, administrative and financial matters and of staff recruitment etc. The Board of Management is assisted by Executive Committee, Purchase committee, Programme Advisory committee consisting of professionals and experts from different fields.

The institute, has a small team of programme functionaries and administrative staff for instructional purposes, there is, however, provision of engaging resource persons on part-time basis.

The organisational structure of SVP could be summarised as:



## 2.6 Functioning of Committees

For the smooth functioning of the institute, its apex managing body, the Board of Management (BOM) is held responsible. The Board of Management (BOM) is assisted by a

of committees that are constituted as per the guidelines of the Ministry of Development. These committees are, Executive Committees, Programme Committee, Vigilance and Grievance Committee, Purchase Committee, Selection Committee. Each committee has been assigned specific functions that facilitate the work of the institution. The guidelines also stipulates that the minimum frequency of meetings of these committees should be at least twice in one financial year.

In the case of Board of Management (BOM), the guideline clearly states that it should meet at least twice in a financial year. However, in the absence of such meetings, the institutions are liable to lose the government funding. Similarly, for Executive Committee and Grievance Committee also the guidelines directs that it should meet at least twice in a financial year and not more, than six months should elapse between two consecutive meetings. For other committees, the guidelines does not lay down any specific frequency and thus, it could be interpreted that the frequency of meetings depends on the nature of requirements or urgency of the matter.

The detail frequency of meetings of these committees have been presented in table 2.5

**Table 2.5**

**Profile of the Meetings held during the Last Five Years**

Board of Management	Executive Committee	Programme Advisory Committee	Purchase Committee	Vigilance & Grievance Committee
1	-	-	-	-
2	-	-	1	-
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*

- : Various issues of Annual Reports.
- : No mention has been made in the Annual Report.

The perusal of table shows that the institution has not been able to meet the minimum frequency of meetings as prescribed by the Ministry with the exception of Board of Management meetings, no other committees set up has taken place. Further, the annual reports of 1996-97, 1998-99 also do not report any instances whether the meetings did take place or not, making the task of evaluation doubly difficult.

**Frequency of Monthly Meeting Pattern**

The institute also organises monthly review committees which enables the institutions to monitor the progress of the programmes. Similarly, the institutions also organise regular meetings with other collaborating agencies to keep itself abreast with the upcoming difficulties.

ose devices that are mutually acceptable to both parties. The profile of monthly meetings organised by the institution has been summarised in table 2.6.

**Table 2.6**

**Detail Chronology of the Meetings organised by the Institution**

Monthly Monitoring	Zilla Sakasharta Samiti Meeting	Others, if any specify (collaborating agencies)
10.5.2000	12.5.2000	KUIDFC-7
13.7.2000	21.7.2000	RCH-1
13.9.2000	18.10.2000	SRC-2
12.10.2000	22.12.2000	MSS-2
14.11.2000		Governing Body of Community
19.12.2000		Poly technique-1
15.1.2001	-	-
19.1.2001		

Source: Various Issues of Annual Report.

The study shows the institute has organised six monthly monitoring meetings, during week Zilla Sakasharta Samiti and about twelve meetings with collaborating agencies during the financial year of 1999-2001, and only two monthly monitoring meetings had taken place in 2000-2001.

**Table 2.7**

**Profile of Monthly Meetings with Collaborating Agencies**

1	2	3	4	5	6
2000-01	S.V.P. functionaries	3 months	-	1	1
	S.V.P. Resource Persons	-	-	-	-
	Post Literacy Functionaries	-	-	-	-
	Continuing Educational Functionaries	3 days	31	11	42
	Others	-	-	-	-

Source: Annual Report, 2000-01.

The details of the programmes organised, by the institute, in previous years have been mentioned in the corresponding annual reports, however, it is assumed that : programmes may have been organised. Incidentally, as Mysore district has completed its literacy campaign and as well as the post literacy phases. The National Literacy Mission Authority has accorded sanction to implement continuing education programmes and has also been received by Zilla Sakasharta Samiti through State Literacy Mission Authority. The institute has been closely associated with ZSS from preparing proposal for continuing education programmes. Therefore, training of continuing education programme functionaries can be called a step in the right direction.

## 2.8 Supervision Pattern of Programmes

The Institute besides, organising vocational programmes for beneficiaries, forging alliances with collaborating agencies also has a system of supervision by the functionaries. The basic objective of these supervision is to monitor the progress of programmes, remove problems faced by resource persons as well as beneficiaries. At the end of the programme the certificates are distributed to the beneficiaries after testing their vocational skills through tests. The study of supervision pattern shows that all programme functionaries upto the level of APO's are directly involved in monitoring activity, however, their frequency of visiting the venue of training vary. In case of Director, the visit frequency is monthly and at the end of the course while for programme functionaries, it is weekly. Similarly, for other collaborating agencies it is only once and that too during the duration of the course. The detail layout of the supervision has been presented below:

**Table 2.8**

### **Pattern of Supervision by Functionaries & Collaborating Agencies**

Classification of Officials/ Functionaries	Monthly	Weekly	Duration of Course (only once)	After the completion of course at the cultural & certificate distribution programme
Director	√			√
Programme Officer		√		√
Assistant Programme Officer		√		√
Other Department or Collaborating Agencies representatives			√	
Camp programme from other Department			√	

**Source :** Annual Report.

## **Chapter- Three**

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### **Analysis of Inputs**

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In the ensuing chapter, the analysis of the institute has been carried out as per the guidelines of the Ministry of Human Resource Development. The inputs have been, further been classified, broadly, into two categories viz. the human inputs and the non-human inputs. In the first part, the human inputs have been studied which includes analysis of programme functionaries, resource persons and the beneficiaries. In addition, it also studies the procedure of recruitment of functionaries and beneficiaries, their competence workload, service benefits etc

#### **(A) Human Inputs**

##### **3.1 Staffing Position of Functionaries**

The institute has a strength of thirteen regular staff members. It is headed by the Director, two Programme Officers, one Assistant Programme Officer, an Accountant Clerk, Stenographers, one Artist-cum-Projectionist, one Lower Division Clerk, a Driver and two Peons (Annual Report 2000-01).

**3.1.1 Mode of Selection:** All the positions, other than the Director shall be filled by following the prescribed procedure as decided by the Board of Management (BOM) and through a duly constituted committee. However, in the case of Director, as he is the Principal Executive Officer of the institute, and also a member secretary of the Board of Management its recruitment and other matters shall be in conformity with the guidelines issued by the Government of India, from time to time.

**3.1.2 Method of Recruitment:** The position, for the post of Director, is advertised in atleast one national English daily and two local dailies giving all requirements of the post. The position, is filled on short-term contract on transfer/deputation basis for a period ordinarily not exceeding three years.

The position could also be filled up by promotion/deputation after following the due process of selection. In such cases emoluments and other conditions are decided by the Board of Management. The minimum age of the candidates applying for the position is 40 years and should not exceed 55 years as on date of application.

In the case of selection of the Director, the selection committee constituted includes Chairman of the institute, Joint Secretary (Adult Education/Director-General, National Literacy Mission, Government of India or his/her nominee; Secretary, Education/Adult Education, Mass Education of the State Government or his/her, nominee and if needed, Joint Secretary AE/Director-General, National Literacy Mission, may co-opt one or two experts or specialists to the committee. It is mandatory, that the representative of the Government of India is present at the selection committee meeting.

In the case of the institute, the present incumbent Director was promoted from the post of programme officer. He has been associated with the institution since 1986. Likewise all other programme functionaries were also selected through selection committees, and have put on considerable years of service at the institute. Some of them have got promoted to higher posts also.

**3.1.3 Workload:** The Director, being the Chief Executive Officer, is held responsible for overall functioning of the institute which includes both administrative as well as academic assignments. He is responsible for the identification of the trade to be taken up by the institute, planning of the programmes, followup of ex-trainees and monitoring and conducting of workshops, seminars etc., on the administrative front, he is associated with all administrative assignments which includes holding of general body meetings twice a year, updating of accounts etc.

The duties of programme officers and assistant programme officers is largely confined to helping the director identifying the trades, planning of the programmes, in the followup of ex-trainees and monitoring, conducting seminar, workshops etc. The accountant's work was mainly to keep accounts of while the artists was responsible for providing help to the Director in other administrative assignments of the institute.

A brief resource of the Office Staff/functionaries, their duties in the institute has been summarised below (Table 3.1):

Table 3 1

## Lay-Out of Programme Functionaries and their Duties

Designation	Education Qualification	Age (yr)	Duration in SVP	Mode of Selection	Duties/Responsibilities			
					1	2	3	4
Director	M A.	50	1986 (15 yrs)	Selection Committee	✓	✓	✓	✓
Programme Officer	M.A.	41	1987 (14 Yrs)	Selection Committee	✓	✓	✓	✓
Programme Officer	M A	42	1986 (15 Yrs)	Selection Committee	✓	✓	✓	✓
A P O	M A	41	1986 (15 Yrs)	Selection Committee	✓	✓	✓	✓
Accountant	B.A.	44	1986 (15 Yrs)	Selection Committee	-	-	-	-
Artist-cum-Projectionists	Diploma in Fine Arts	32	1990 (11 Yrs)	Selection Committee	-	-	-	-

**Note :** 1 Identification of Trade  
 2 Planning of Programme  
 3 Follow-up of trainees  
 4 Monitory, conducting of workshop, seminar  
 5 Accounts  
 6. Administration

**Source :** Field Data.

**3.1.4 Service Benefits:** As per the guidelines of the Ministry of Human Development, the emoluments of the concern functionaries depends upon its quality and experience. The Board of Management may, however, consider offering a consolidated amount along with such facilities as it may deem fit viz. employee fund, residential telephone, vehicle for official use and medical reimbursement, servant allowance, leave travel concessions etc

In this context, the institute are free to decide the quantum of emoluments to the Director and to other members of the staff. The Government of India, would bear only the expenses only to the limits of the amount paid in its annual grant.

In the case of the institute it was observed that all the functionaries were at the pay scale and were also enjoying fringe benefits like house rent, conveyance etc. It was also noticed, during the talks with functionaries, that they were also provided nominal cost for residential purposes by their parental organisation viz. JSS, Mahatma which was a great source of strengthen and satisfaction to them.

It was also observed that apart from receiving grants from the Government they were also successful in mobilising resource through skills improvement of full time as well as resource persons has been one of the focus areas of the institute.

**3.1.5 Performance:** The performance of the programme functionaries was evaluated by the efficiency with which they do their duties, provide co-operation

Director for the smooth functioning of the institution in this regard it may be reiterated that the Director of the institute, being the head of organisation, is held largely responsible for the overall functioning of the institute and its performance gets affected if the Director fails to discharge its duties efficiently.

The performance of programme functionaries including the Director, has been analysed on the basis of their (a) duties, (b) nature and pattern of collaboration with other institutions, and (c) supervision level.

The analysis of duties has already been discussed earlier in detail, which clearly shows that the duties of all the programme functionaries have been clearly demarcated. During the course of primary data collection work, it was also observed that the performance of functionaries was exceptionally good. In fact, the study team was not only helped in tracing down the ex-beneficiaries with their help, but what came as a pleasant surprise was that the functionaries, had kept the track of the beneficiaries which clearly demonstrates their high sense of duties.

On the level of collaborations with other organisations and institutions, it was found that the institute has succeeded in forging alliances with a number of agencies, where a large number of vocational training programme were being organised. The sharing has been both of the venues as well as personnel. The study also shows that a large proportion of programme were organised outside the institute's premises only substantiate that the level of collaboration has been of very high order, which keeps the institute vibrant.

The supervision pattern of functionaries and collaborating agencies has also been discussed in the earlier chapter. The study shows that every programme functionary has been assigned the responsibility of visiting the training centres. For Director, the frequency of visit to centre has been once in a month but for other programme functionaries, upto the level of PO and APO, it has been once in a week. Besides, every course concludes with certificate distribution function in which the Director along with other programme functionaries also participates. The training programme is also monitored by personnels/resource persons of collaborating agencies who visit them once during the time of training. In the case of the institute, it was found that all officials were very particular towards their supervision duties (Table 3.2).



Table 3 2

### Profile of Colaborating Agencies and their Nature of Co..aboration, Mysore 2000-2001

Collaborating Agency	Nature of Collaboration
J S S Hospital	Provided venue and deputed their newly appointed staff
K S S. Patashala	Provided venue.
Jovenile Home	Provided venue and deputed their inmates
Maithn Institute of Mentally	Provided venue and deputed their children retarded children
C ber Ince Zone Computers	Provided Materials Deputed their Instructor Met the course expenditure
Central Prison	Provided venue and deputed their Inmates
Karnataka Urban Infrastructure Development and Finance Corporation	Sponsored skill development training courses
The Camlin Co Ltd	Deputed their Faculty
Family Planning Association of India	Deputed their Trainees
Adichunchanagiri Mutt	Provided venue and sharing of organisational responsibility
Shalini Mahila Samaja	Deputed their members
M hri Seveshrama Blone	Deputed their trainees to visit the courses
Yo uth Hostel	Provided venue and sharing of organisational responsibility.
Santha Sheshunala Shanff High School	Provided venue
Rangayana	Deputed their Artist for street Play
Vasavi Vanetha Sampada	Provided venue and deputed their members
Parisara JKagruthi Sangathane	Provided venue and deputed their Members
M sore North Education Society	Provided venue and deputed their trainees
J S S High School V.V. Road	Provided venue.
State Home for Woman	Provided venue Deputed their inmates.
Mewa	Provided venue sharing of organisational responsibility
Salehath Woman's Welfare Education Trust	Provided venue sharing of organisational Education Trust resaponibility
Canvery Woman's Welfare Education Trust	Provided venue sharing organisational responsibility
State Resource Centre	Organisational responsibility and met the course expenditure
J S S. Dental College	Deputed their Dentists
Enedsa	Organisational Responsibility Provided venue
J S S Consultants	Sponsored the Programme.
Danida	Sponsored the Programme.
Zilla Panchayat Chetradurga Bijapur	Sponsored the Programme.
St Philomina's College	Deputed their BSW trainees.
Ummath Education Society	Provided venue and sharing organisational responsibility
Gokulam Mahila Samaja	Provided venue and sharing organisational responsibility
Adhyayan School	Provided venue and sharing organisational responsibility
Sulthan Shaheed Education Trust	Provided venue and sewing machines
Nachauhallypalya School	Provided venue.
Madeena Mahila Samaja	Provided venue and sharing organisational responsibility
Baddar Association	Provided venue and sharing organisational responsibility
ESS GEE ORR Garage	Provided venue workshop and deputed their faculty.
Shalini Shikshana Samathe	Provided venue and sewing machines.
N H. Pallya Women's Mullipurpose Co-operative Society	Provided venue and Infrastructure facilities
Badamakan Muslim Committee	Provided venue
K P Mahila Samaja	Provided venue and deputed their trainees
J othi Nilaya Social Welfare Trust	Provided venue and sharing organisational responsibility
Vidyavaridhi Education Trust Blikare	Provided venue and sharing organisational responsibility.
Shakthidhama	Provided venue and deputed the inmates.
Or anisational for Development of People	
JSS Polytechnic for Physically Handicapped	Provided venue and lab Facilities and Faculty
JSS Sahana	Provided venue Deputed their trainees and sharing of organisational responsibilities
Farooquia Education Trust	Provided venue and Faculty.
Touch and Glow Beauty Parlour	Provided venue and Faculty.
Babu Youth Organisation	Provided venue and sharing organisational responsibility
Zilla Sakshara Vahini	Sharing organisational responsibility
Sri MM Softek Ltd	Provided venue and Lab Facilities Deputed the Faculty

#### 3.1.6 Job Satisfaction: Job satisfaction is an important psychological input which

gets reflected in the employees behaviour, working and motivational level. The subsequent

on with functionaries showed that they all had job satisfaction. This was evident when we studied their service conditions and benefits. A majority of them were in service promotion and were also entitled to service benefits like gratuity, provident fund, and fringe benefits like house rent etc. In addition, the institute has the patronage of its parental organisation JSS Mahavidyapeeths who has allotted funds for various purposes to them the very nominal rates through cooperatives and near about 100 employees have benefited from it.

## Resource Persons

The performance of resource persons have been analysed on the basis of their socio-economic profile which includes their qualification, performance, remuneration and service conditions.

To access their level of performance, ten resource persons of different trades were randomly selected and they were administered a set of open ended questions to know their views on the working of the institute, and how do they think could the performance of the institution improved.

Their detail socio-economic profile has been summarised in Table 3.3.

**Table 3.3**

### Socio-Economic Profile of Resource Persons

Educational Qualification	Caste-composition								M
	SC		Muslim		Christian		General		
	M	F	M	F	M	F	M	F	
Diploma								1 (25.0)	
Inter B A. More than Diploma	1 (100.0)		1 (100.0)			1 (50.0) 1 (50.0)	1 (50.0)	2 (50.0)	3 (75.0)
Inter B A. More than Diploma							1 (50.0)	1 (25.0)	1 (25.0)
	1 (100.0)		1 (100.0)			2 (100.0)	2 (100.0)	4 (100.0)	4 (100.0)

: Filed Data.

: Figures in bracket denote column percentage

The perusal of table shows that of the ten resource persons, who were interviewed, about seventy percent of them belonged to 25-35 age group category, 10 percent were of 35 or above age group while only ten percent belonged to age group below 25.

5 years Education qualification wise it shows that about fifty percent of them were holders, while another forty percent were either graduate or more and remained at intermediate (plus two) as qualification. It also shows that the proportion of female instructors was higher than male instructors.

### 3.2.1 Trade-wise Classification & Mode of Selection of Resource Persons

Working out the caste composition, and qualification of resource persons an attempt has been made to study their area of specialisation (trade), their occupation (main & subsidiary) of their selection, venue where they had received their training and reasons of selection.

The resource persons interviewed belonged to the following trade (a) electronics, (b) rewinding, (c) electric, (d) cine and drama making, (e) embroidery, handicrafts, (f) beautician and soft toys, (g) doll making, (h) fashion making, (i) embroidery, and (j) zari works and tailoring. The other details of the resource persons have been given below in (Table 3.4).

**Table 3.4**

#### Trade, Occupation and Selection Pattern of Resource Persons

Duration (in Months)	Occupation		Mode of Selection	Reason for Joining the Pro/SVP		
	Main	Subsidiary		Social Service	Social Service + Personal Benefit	to help women duty
6	Self Business	Part Time SVP Trainer	P.Q.		✓	
6	Self Business	Part Time SVP Trainer	P.Q.	✓		
6	Faculty Teacher	Pvt work of electric	P.Q.		✓	
3	Service	Part Time SVP Trainer	Director	✓		
3, 3 4 1	Service	Part Time SVP Trainer	P.Q.	✓		
1	Free lancing	Part Time SVP Trainer	P.Q.	✓		
6	Self Business	Part Time SVP Trainer	Chairman	✓		
6	Self Business	Part Time SVP Trainer	P.Q./A.P.O.			✓
4,4	Faculty Teacher	Part Time Business	P.Q.	✓		
4 6	Self Business	Part Time Business	Director			✓
				6 (100.0)	2 (100.0)	2 (100.0)

The purusal of the table shows that a majority (about fifty percent) of them had self business as their main occupation, twenty percent each were faculty members and service people who took up to training as part time activity. About seventy percent of them were selected by the programme officers, twenty percent by the Director and one by the chairman on the question of why they joined the vocational training programme, a majority (sixty percent) stated as providing social service and twenty persons each as social service and personal benefit and help to women to develop. It was also heartening to see about fifty percent of them had received training at the institute and were its ex-student.

**3.2.2 Performance:** The performance of the resource persons has been analysed at three levels (a) their level of attendance; (b) perception of programme functionaries and (c) the perception of beneficiaries.

On the question of attendance, the resource persons were found to be quite regular in taking up their class and this was substantiated by checking the class register by the evaluating team also. However, in case of some contingency, the resource persons gave advance notice to the programme functionaries so that some alternative arrangement could be made to engage the beneficiaries.

The subsequent talk with the programme functionaries about the performance of resource persons revealed that over eighty five percent had expressed satisfaction. On the question of how they elicited this view, the programme functionaries replied that in the routine supervision they talked to the beneficiaries about the problems they were facing with regards to teaching or any other thing. A majority of them had expressed satisfaction.

Likewise nearly all or a majority of beneficiaries also expressed satisfaction on the teaching method of resource persons. Thus it could be stated that the performance of resource persons was quite high.

**3.2.3 Remuneration:** On the question of remuneration, a majority of resource persons had expressed dissatisfaction. The logic they put forward was that for engaging a class they normal have to spent around three and half hours of which two hours are utilised in class and remaining in commuting. The institutions, normally pay them honorarium to the tune of Rs 1000 to Rs 1200 per month, of which, nearly half of is consumed in transportation. They also stated that if they devoted this much of time on their trade, they, perhaps, could have

earned much higher amount than what is offered to them by the institute. They also stated that their prime reason for associating with the institute was to provide the social service and also their concern for women's upliftment.

**3.2.4 Job-satisfaction:** The question of job satisfaction was analysed at two levels viz. the economic and social level. On the economic front, almost all the resource persons were unanimous in their view that the honorarium offered to them by the institution was too little and should be vertically upgraded. The reason they put forward was quite straight and simple, which has already been discussed earlier, thus on the economic plane it could be said that the job satisfaction among resource persons was not high. However, on the social and psychological level, a good majority of them had stated that they had joined the institution to provide social service or their concern for women's upliftment. All this goes on to show that level of job-satisfaction on socio-psychological front was quite high.

### **3.3 Beneficiaries**

The performance of the beneficiaries has been analysed on the basis of their procedure of admission, socio-economic background, attendance level and proportion of beneficiaries successfully completing the course.

**3.3.1 Procedure of Admission:** The process of admission of beneficiaries during the last five years have been studied. As already stated earlier that a total of 111 beneficiaries, belonging to different trade, were selected with the help of stratified random sample technique. The study shows that in all a total of 21 beneficiaries, accounting to about 19 percent of the total, were selected by the Director, about 48 beneficiaries or 43.2 percent were selected by Programme Officers, another 38 or 34.2 percent by the Resource Persons and remaining 4 beneficiaries by Other sources such as friends, relatives, acquaintance etc. The study shows that the proportion of beneficiaries selected by Programme Officer and Resource Persons was overwhelmingly more as together these two accounted for over 77 percent of the total number of beneficiaries which is also a reflection of their high level of involvement in the programme. The class composition of beneficiaries, in the sample, shows that about 11 percent of them belonged to SC over 14 percent to OBC about 43 percent to general category, about 29 percent were Muslims, and remaining around 3 percent were Christians. Thus, the sample contained an overwhelmingly majority of General caste and Muslim.

Together these two categories accounted for 72 percent total beneficiaries in (table 3.5).

**Table 3.5**

**Selection Pattern and Caste-composition of Beneficiaries**

Caste	Director	Programme Officer	Resource Person	Others	Total
SC	-	-	-	1 (50.0)	1 (50.0)
OBC	1 (100.0)	3 (37.5)	-	-	4 (20.0)
General	-	3 (37.5)	5 (55.6)	1 (50.0)	9 (45.0)
Muslim	-	2 (25.0)	4 (44.4)	-	6 (30.0)
Christian	-	-	-	-	-
Total	01(100.0)	08 (100.0)	09 (100.0)	02 (100.0)	20 (100.0)
SC	1 (33.3)	-	2 (28.6)	-	3 (15.0)
OBC	-	1 (10.0)	1 (14.3)	-	2 (10.0)
General	2 (66.7)	8 (80.0)	2 (28.6)	-	12 (60.0)
Muslim	-	-	2 (28.6)	-	2 (10.0)
Christian	-	1 (10.0)	-	-	1 (5.0)
Total	03(100.0)	10 (100.0)	07 (100.0)	-	20 (100.0)
SC	-	-	2 (14.3)	-	2 (8.3)
OBC	1 (25.0)	-	-	-	1 (4.2)
General	3 (75.0)	4 (66.7)	3 (21.4)	-	10 (41.7)
Muslim	-	2 (33.3)	9 (64.3)	-	11 (45.8)
Christian	-	-	-	-	-
Total	4 (100.0)	06 (100.0)	14 (100.0)	-	24 (100.0)
SC	-	2 (14.3)	-	-	2 (8.7)
OBC	1 (14.3)	3 (21.4)	1 (100.0)	-	5 (21.7)
General	5 (71.4)	4 (28.6)	-	-	9 (39.1)
Muslim	1 (14.3)	4 (28.6)	-	1 (100.0)	6 (26.1)
Christian	-	1 (7.1)	-	-	1 (4.3)
Total	7 (100.0)	14 (100.0)	1 (100.0)	01 (100.0)	23 (100.0)
SC	1 (16.7)	3 (30.0)	-	-	4 (16.7)
OBC	-	2 (20.0)	2 (28.6)	-	4 (16.7)
General	1 (16.7)	2 (20.0)	5 (71.4)	-	8 (33.3)
Muslim	3 (50.0)	3 (30.0)	-	1 (100.0)	7 (29.2)
Christian	1 (16.6)	-	-	-	1 (4.2)
Total	6 (100.0)	10 (100.0)	07 (100.0)	01 (100.0)	24 (100.0)
SC	2 (9.5)	5 (10.4)	4 (10.5)	1 (25.0)	12 (10.8)
OBC	3 (14.3)	9 (18.8)	4 (10.5)	-	16 (14.4)
General	11 (52.4)	21 (43.8)	15 (39.5)	1 (25.0)	48 (43.2)
Muslim	4 (19.0)	11 (22.9)	15 (39.5)	2 (50.0)	32 (28.8)
Christian	1 (4.8)	2 (4.2)	-	-	3 (2.7)
Total	21 (100.0)	48 (100.0)	38 (100.0)	04 (100.0)	111 (100.0)

Field Data.

Figures in bracket denote column percentage.

**2.2 Socio-Economic Background:** The socio-economic background of the beneficiaries have been studied on the basis of their literacy status, demographic profile, shelter pattern, vocation pattern etc.

### 3.3.2.1 Literacy Pattern of Sample Households

As has already been stated earlier that the total number of beneficiaries selected was 111. An attempt has been made to study the literacy pattern of the members of their household because it is presumed that a literate household would tend to pick up the benefits of programme faster and its vertical movement in the social hierarchy would be much faster than the household having illiterate members.

The study of literacy pattern of households shows that the total number of households members, excluding 0-7 years category, was 516, of which the proportion of male was about 45 percent while female accounted for about 55 percent. The number of illiterate, in the whole sample, was 29, which accounted for 5.6 percent of the total. The incidence of illiteracy among male members was worked out to be 5.5 percent which was worked out to be 5.5 percent which was marginally less than the females. Further, the inter-caste comparison shows that the incidence of illiteracy was highest among Muslim (over 44), closely followed by households belonging to General Category (over 41 percent) whereas it was least amongst SC households (about 3.4 percent).

Likewise, the proportion of literate was also highest amongst Muslims and General Category households. The study of literacy pattern of sample households also provides an interesting trend which, as we move from illiteracy to Literacy and its higher levels (graduation and above), shows that the proportion of household having higher level of literates was observed in General Category household and OBC households, while it was least amongst households belonging to Muslims and Christians. Likewise in technical /professional education field also, the households of General Category dominated the scene while households from other category were poorly placed. The study also shows that the incidence of illiteracy among male members was, by and large, higher than their female counter part (Table 3.6).

**Table 3.6**

#### **Literacy Pattern Among Sample Beneficiary Households**

Year	Caste	Illiterate			Literate		
		M	F	T	M	F	T
1996-97	SC	-	-	-	-	-	-
	OBC	-	-	-	-	-	-
	General	01 (33.3)	-	01 (20.0)	-	-	-
	Muslim	02 (66.7)	02 (100.0)	04 (80.0)	-	01 (100.0)	01 (100.0)
	Christian	-	-	-	-	-	-
	Total	03 (100.0)	02 (100.0)	05 (100.0)	-	01 (100.0)	01 (100.0)

Table 3.6 Contd .

SC	-	01 (25.0)	01 (20.0)	-	-
OBC	-	01 (25.0)	01 (20.0)	-	-
General	01 (100.0)	02 (50.0)	03 (60.0)	01 (100.0)	01 (100.0)
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	01 (100.0)	04 (100.0)	05 (100.0)	01 (100.0)	01 (100.0)
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	02 (100.0)	03 (75.0)	05 (83.3)	01 (25.0)	01 (14.3)
Muslim	-	01 (25.0)	01 (16.7)	03 (75.0)	06 (85.7)
Christian	-	-	-	-	-
Total	02 (100.0)	04 (100.0)	06 (100.0)	04 (100.0)	07 (100.0)
SC	-	-	-	-	-
OBC	-	-	-	01 (100.0)	01 (50.0)
General	01 (20.0)	01 (20.0)	02 (20.0)	-	-
Muslim	04 (80.0)	04 (80.0)	08 (80.0)	-	01 (50.0)
Christian	-	-	-	-	-
Total	05 (100.0)	05 (100.0)	10 (100.0)	01 (100.0)	02 (100.0)
SC	-	-	-	03 (100.0)	02 (50.0)
OBC	01 (50.0)	01 (100.0)	02 (66.7)	-	-
General	01 (50.0)	-	01 (33.3)	-	02 (50.0)
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	02 (100.0)	01 (100.0)	03 (100.0)	03 (100.0)	04 (100.0)
SC	-	01 (6.2)	01 (3.4)	03 (33.3)	02 (13.3)
OBC	01 (7.7)	02 (12.5)	03 (11.9)	01 (11.1)	01 (6.7)
General	06 (46.2)	06 (37.5)	12 (41.4)	02 (22.2)	04 (26.7)
Muslim	06 (46.2)	07 (43.8)	13 (44.8)	03 (33.3)	08 (53.3)
Christian	-	-	-	-	-
Grand Total	13 (100.0)	16 (100.0)	29 (100.0)	09 (100.0)	15 (100.0)

	Upto 5 <sup>th</sup>			Upto 8 <sup>th</sup>	
	M	F	T	M	F
SC	-	-	-	-	-
OBC	-	-	-	01 (16.7)	01 (6.7)
General	04 (50.0)	02 (33.3)	06 (42.9)	-	02 (13.3)
Muslim	04 (50.0)	04 (66.7)	08 (57.1)	05 (83.3)	12 (80.0)
Christian	-	-	-	-	-
Total	08 (100.0)	06 (100.0)	14 (100.0)	06 (100.0)	15 (100.0)
SC	-	-	-	04 (66.7)	01 (20.0)
OBC	-	-	-	-	-
General	02 (100.0)	-	02 (100.0)	01 (16.7)	04 (80.0)
Muslim	-	-	-	01 (16.7)	-
Christian	-	-	-	-	-
Total	02 (100.0)	-	02 (100.0)	06 (100.0)	05 (100.0)
SC	01 (7.7)	-	01 (3.8)	-	02 (10.0)
OBC	-	-	-	-	01 (5.0)
General	02 (15.4)	03 (23.1)	05 (19.2)	05 (41.7)	04 (20.0)
Muslim	10 (76.9)	10 (76.9)	20 (76.9)	07 (58.3)	13 (65.0)
Christian	-	-	-	-	-
Total	13 (100.0)	13 (100.0)	26 (100.0)	12 (100.0)	20 (100.0)
SC	01 (20.0)	02 (25.0)	03 (23.1)	01 (14.3)	-
OBC	-	02 (25.0)	02 (15.4)	-	02 (33.3)
General	-	03 (37.5)	03 (23.1)	02 (28.6)	01 (16.7)
Muslim	04 (80.0)	01 (12.5)	05 (38.5)	04 (57.1)	03 (50.0)
Christian	-	-	-	-	-
Total	05 (100.0)	08 (100.0)	13 (100.0)	07 (100.0)	06 (100.0)
SC	01 (40.0)	01 (14.3)	02 (16.7)	-	01 (16.7)
OBC	02 (40.0)	-	02 (16.7)	-	-
General	-	01 (14.3)	01 (8.3)	01 (100.0)	-
Muslim	02 (40.0)	05 (71.4)	07 (58.3)	-	05 (83.3)
Christian	-	-	-	-	-
Total	05 (100.0)	07 (100.0)	12 (100.0)	01 (100.0)	06 (100.0)
SC	03 (9.1)	03 (8.8)	06 (8.9)	05 (15.6)	04 (7.7)
OBC	02 (6.1)	02 (5.9)	04 (5.9)	01 (3.1)	04 (7.7)
General	08 (24.2)	09 (26.5)	17 (25.4)	09 (28.1)	11 (21.1)
Muslim	20 (60.6)	20 (58.5)	40 (59.7)	17 (53.1)	33 (63.5)
Christian	-	-	-	-	-
Total	33 (100.0)	34 (100.0)	67 (100.0)	32 (100.0)	52 (100.0)

Table



	Upto 10 <sup>th</sup>			Upto 12 <sup>th</sup>	
	M	F	T	M	F
SC	01 (11.1)	01 (9.1)	02 (10.0)	-	-
OBC	04 (44.4)	05 (45.4)	09 (45.0)	-	02 (28.6)
General	03 (33.3)	05 (45.4)	08 (40.0)	03 (60.0)	04 (57.1)
Muslim	01 (11.1)	-	01 (5.0)	02 (40.0)	01 (14.3)
Christian	-	-	-	-	-
Total	09 (100.0)	11 (100.0)	20 (100.0)	05 (100.0)	07 (100.0)
SC	-	02 (15.4)	02 (9.1)	02 (33.3)	01 (25.0)
OBC	01 (11.1)	02 (15.4)	03 (13.6)	-	-
General	07 (77.7)	05 (38.5)	12 (54.5)	03 (50.0)	01 (25.0)
Muslim	01 (11.1)	04 (30.8)	05 (22.7)	01 (16.7)	01 (25.0)
Christian	-	-	-	-	01 (25.0)
Total	09 (100.0)	13 (100.0)	22 (100.0)	06 (100.0)	04 (100.0)
SC	01 (10.0)	01 (6.2)	02 (7.7)	01 (25.0)	02 (20.0)
OBC	01 (10.0)	01 (6.2)	02 (7.7)	01 (25.0)	-
General	02 (20.0)	04 (25.0)	06 (23.1)	01 (25.0)	04 (40.0)
Muslim	06 (60.0)	10 (62.5)	16 (61.5)	01 (25.0)	04 (40.0)
Christian	-	-	-	-	-
Total	10 (100.0)	16 (100.0)	26 (100.0)	04 (100.0)	10 (100.0)
SC	01 (11.1)	-	01 (2.9)	01 (10.0)	02 (20.0)
OBC	03 (33.3)	05 (20.0)	08 (23.5)	04 (40.0)	01 (10.0)
General	03 (33.3)	09 (36.0)	12 (35.3)	02 (20.0)	04 (40.0)
Muslim	02 (22.2)	08 (32.0)	10 (29.4)	03 (30.0)	03 (30.0)
Christian	-	03 (12.0)	03 (8.8)	-	-
Total	09 (100.0)	25 (100.0)	34 (100.0)	10 (100.0)	10 (100.0)
SC	-	-	-	02 (25.0)	02 (22.2)
OBC	02 (25.0)	04 (40.0)	06 (33.3)	02 (25.0)	-
General	01 (12.5)	01 (10.0)	02 (11.1)	02 (25.0)	05 (55.6)
Muslim	05 (62.5)	04 (34.0)	09 (50.0)	02 (25.0)	02 (22.2)
Christian	-	01 (10.0)	01 (5.6)	-	-
Total	08 (100.0)	10 (100.0)	18 (100.0)	08 (100.0)	09 (100.0)
SC	03 (6.7)	04 (5.3)	07 (5.8)	06 (18.2)	07 (17.5)
OBC	11 (24.4)	17 (22.7)	28 (23.3)	07 (21.2)	03 (7.5)
General	16 (35.5)	24 (32.0)	40 (33.3)	11 (33.3)	18 (45.0)
Muslim	15 (33.3)	26 (34.7)	41 (34.2)	09 (27.3)	11 (27.5)
Christian	-	04 (5.3)	04 (3.3)	-	01 (2.5)
Grand Total	45 (100.0)	75 (100.0)	120 (100.0)	33 (100.0)	40 (100.0)
	Upto B.A.			B.A. & above	
	M	F	T	M	F
SC	-	-	-	-	-
OBC	-	-	-	01 (33.3)	-
General	02 (100.0)	06 (100.0)	08 (100.0)	02 (66.7)	01 (100.0)
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	02 (100.0)	06 (100.0)	08 (100.0)	02 (100.0)	01 (100.0)
SC	-	04 (36.4)	04 (22.2)	-	01 (50.0)
OBC	-	-	-	01 (25.0)	-
General	07 (100.0)	06 (54.5)	13 (72.2)	02 (50.0)	01 (50.0)
Muslim	-	-	-	-	-
Christian	-	01 (9.1)	01 (5.6)	01 (25.0)	-
Total	07 (100.0)	11 (100.0)	18 (100.0)	04 (100.0)	02 (100.0)
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	03 (75.0)	03 (60.0)	06 (66.7)	-	-
Muslim	01 (25.0)	02 (40.0)	03 (33.3)	-	-
Christian	-	-	-	-	-
Total	04 (100.0)	05 (100.0)	09 (100.0)	-	-
SC	-	01 (14.3)	01 (6.7)	-	-
OBC	04 (50.0)	03 (42.9)	07 (47.7)	-	01 (100.0)
General	04 (50.0)	03 (42.9)	07 (46.7)	02 (100.0)	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	08 (100.0)	07 (100.0)	15 (100.0)	02 (100.0)	01 (100.0)

Table

SC	02 (25.0)	05 (35.7)	07 (31.8)	02 (100.0)	
OBC	03 (37.5)	01 (7.1)	04 (18.2)		01 (33.3)
General	01 (12.5)	02 (14.3)	03 (13.6)		01 (33.3)
Muslim	01 (12.5)	02 (14.3)	03 (13.6)	-	01 (33.3)
Christian	01 (12.5)	04 (28.6)	05 (22.7)	-	-
Total	08 (100.0)	14 (100.0)	22 (100.0)	02 (100.0)	03 (100.0)
SC	02 (6.9)	10 (23.3)	12 (16.7)	02 (18.2)	01 (14.3)
OBC	07 (24.1)	04 (9.3)	11 (15.3)	02 (18.2)	02 (28.6)
General	17 (58.6)	20 (46.5)	37 (51.4)	06 (54.5)	03 (42.9)
Muslim	02 (6.9)	04 (9.3)	06 (8.3)	-	01 (14.3)
Christian	01 (3.4)	05 (11.6)	06 (8.3)	01 (9.1)	-
Grand Total	29 (100.0)	43 (100.0)	72 (100.0)	11 (100.0)	07 (100.0)
	Technical/Profession			Total	
	M	F	T	M	F
SC	-	-	-	01 (2.2)	01 (2.1)
OBC	-	-	-	06 (13.3)	08 (16.3)
General	09 (100.0)	-	09 (100.0)	24 (53.3)	20 (40.8)
Muslim	-	-	-	14 (31.1)	20 (40.8)
Christian	-	-	-	-	-
Total	09 (100.0)	-	09 (100.0)	45 (100.0)	49 (100.0)
SC	-	-	-	06 (13.3)	10 (25.0)
OBC	03 (33.3)	-	03 (33.3)	05 (11.1)	03 (7.5)
General	04 (44.4)	-	04 (44.4)	28 (62.2)	20 (50.0)
Muslim	02 (22.2)	-	02 (22.2)	05 (11.1)	05 (12.5)
Christian	-	-	-	01 (22.2)	02 (50.0)
Total	09 (100.0)	-	09 (100.0)	45 (100.0)	40 (100.0)
SC	-	-	-	03 (5.9)	05 (6.7)
OBC	-	-	-	02 (3.9)	02 (2.7)
General	02 (100.0)	-	02 (100.0)	18 (35.3)	22 (29.3)
Muslim	-	-	-	28 (54.9)	46 (61.3)
Christian	-	-	-	-	-
Total	02 (100.0)	-	02 (100.0)	51 (100.0)	75 (100.0)
SC	01 (25.0)	-	01 (25.0)	05 (9.8)	05 (7.8)
OBC	-	-	-	12 (23.5)	15 (23.4)
General	02 (50.0)	-	02 (50.0)	16 (31.4)	21 (32.8)
Muslim	01 (25.0)	-	01 (25.0)	18 (35.3)	20 (31.2)
Christian	-	-	-	-	03 (4.7)
Total	04 (100.0)	-	04 (100.0)	51 (100.0)	64 (100.0)
SC	01 (20.0)	-	01 (20.0)	11 (26.2)	11 (20.4)
OBC	-	-	-	10 (23.8)	07 (13.0)
General	02 (40.0)	-	02 (40.0)	08 (19.0)	12 (22.2)
Muslim	01 (20.0)	-	01 (20.0)	11 (26.2)	19 (35.2)
Christian	01 (20.0)	-	01 (20.0)	02 (4.8)	05 (9.3)
Total	05 (100.0)	-	05 (100.0)	42 (100.0)	54 (100.0)
SC	02 (6.9)	-	02 (6.9)	26 (11.1)	32 (11.3)
OBC	03 (10.3)	-	03 (10.3)	35 (14.9)	35 (12.4)
General	19 (65.5)	-	19 (65.5)	94 (40.2)	95 (33.7)
Muslim	04 (13.3)	-	04 (13.8)	76 (32.5)	110 (39.9)
Christian	01 (3.4)	-	01 (3.4)	03 (1.3)	10 (3.5)
Grand Total	29 (100.0)	-	29 (100.0)	234 (100.0)	282 (100.0)

**3.3.2.2 Demographic Profile:** The study of demographic profile of the respondents provides an interesting trend. It could be seen that the total number of households was 550, which brings the average size of family to be about 4.1 members. The inter-caste comparison shows that the households from the General community possessed the small size of family with an average size of 4.1 members, followed by Christians with 4.3 members. The largest size of family was observed among the households of the Muslim community with an average of 5.3 members.

The study further shows that the proportion of children (below 7 years) was 6.2 percent while the proportion of population belonging to 10-35 years age group was 47 percent in the sample, distantly followed by the proportion of population belonging to 36-60 years of age group. The study also shows that there was about 12.7 percent of the population belonging to 61 years and above.

n who belonged to 51 years and above age group. Thus it could be said that the sample contained an overwhelmingly higher proportion of younger people which was a strength of the programme as well as the households. Further, the study also shows that the proportion of females is almost all category (except 51 years and above) was high which also projects their higher level of involvement in the programmes. (Table 3.7)

**Table 3.7**

**Caste and Demographic Composition of Sample Households**

Caste	0-6 Year			7 - 15 Year	
	M	F	T	M	F
SC	01 (20.0)	01 (20.0)	02 (20.0)	-	-
OBC	02 (40.0)	02 (40.0)	04 (40.0)	-	01 (9.1)
General	-	02 (40.0)	02 (20.0)	04 (80.0)	02 (18.2)
Muslim	02 (40.0)	-	02 (20.0)	01 (20.0)	08 (72.7)
Christian	-	-	-	-	-
Total	05 (100.0)	05 (100.0)	10 (100.0)	05 (100.0)	11 (100.0)
SC	-	-	-	01 (25.0)	01 (25.0)
OBC	-	-	-	-	-
General	02 (100.0)	-	02 (100.0)	03 (75.0)	02 (50.0)
Muslim	-	-	-	-	01 (25.0)
Christian	-	-	-	-	-
Total	02 (100.0)	-	02 (100.0)	04 (100.0)	04 (100.0)
SC	01 (20.0)	01 (33.3)	02 (25.0)	-	-
OBC	-	-	-	-	-
General	01 (20.0)	02 (66.7)	03 (37.5)	02 (20.0)	03 (14.3)
Muslim	03 (60.0)	-	03 (37.5)	08 (80.0)	18 (85.9)
Christian	-	-	-	-	-
Total	05 (100.0)	03 (100.0)	08 (100.0)	10 (100.0)	21 (100.0)
SC	-	-	-	-	-
OBC	02 (50.0)	-	02 (28.6)	02 (18.2)	02 (25.0)
General	-	02 (66.7)	02 (28.6)	01 (9.1)	01 (12.5)
Muslim	02 (50.0)	01 (33.3)	03 (42.8)	08 (72.7)	05 (62.5)
Christian	-	-	-	-	-
Total	04 (100.0)	03 (100.0)	07 (100.0)	11 (100.0)	08 (100.0)
SC	-	-	-	01 (50.0)	02 (33.3)
OBC	-	03 (75.0)	03 (42.8)	01 (50.0)	-
General	-	-	-	-	-
Muslim	03 (100.0)	01 (25.0)	04 (57.2)	-	04 (66.7)
Christian	-	-	-	-	-
Total	03 (100.0)	04 (100.0)	07 (100.0)	02 (100.0)	06 (100.0)
SC	02 (10.5)	02 (13.3)	04 (11.8)	02 (6.3)	03 (6.0)
OBC	04 (21.0)	05 (33.3)	09 (26.5)	03 (9.4)	03 (6.0)
General	03 (15.8)	06 (40.0)	09 (26.5)	10 (31.3)	08 (16.0)
Muslim	10 (52.6)	02 (13.3)	12 (35.3)	17 (53.1)	36 (72.0)
Christian	-	-	-	-	-
Grand Total	19 (100.0)	15 (100.0)	34 (100.0)	32 (100.0)	50 (100.0)
	16 - 35 Year			36- 50 Year	
	M	F	T	M	F
SC	01 (4.0)	01 (3.6)	02 (3.8)	-	-
OBC	05 (20.0)	05 (17.0)	10 (18.9)	-	01 (10.0)
General	11 (44.0)	11 (39.3)	22 (41.5)	05 (50.0)	04 (40.0)
Muslim	07 (28.0)	07 (25.0)	14 (26.4)	05 (50.0)	05 (50.0)
Christian	01 (4.0)	04 (14.3)	05 (9.4)	-	-
Total	25 (100.0)	28 (100.0)	53 (100.0)	10 (100.0)	10 (100.0)
SC	03 (13.6)	06 (31.6)	09 (21.9)	01 (10.0)	03 (25.0)
OBC	03 (13.6)	01 (5.3)	04 (9.7)	-	02 (16.7)
General	13 (59.1)	09 (47.4)	22 (53.7)	06 (60.0)	04 (33.3)
Muslim	03 (13.6)	02 (10.5)	05 (12.2)	02 (20.0)	02 (16.7)
Christian	-	01 (5.3)	01 (2.5)	01 (10.0)	01 (8.3)
Total	22 (100.0)	19 (100.0)	41 (100.0)	10 (100.0)	12 (100.0)

Table 3

n who belonged to 51 years and above age group. Thus it could be said that the sample contained an overwhelmingly higher proportion of younger people which is a reflection of the programme as well as the households. Further, the study also shows that the proportion of females is almost all category (except 51 years and above) was high, which also projects their higher level of involvement in the programmes. (Table 3.7)

**Table 3.7**

**Caste and Demographic Composition of Sample Households**

Caste	0-6 Year			7 - 15 Year	
	M	F	T	M	F
SC	01 (20.0)	01 (20.0)	02 (20.0)	-	-
OBC	02 (40.0)	02 (40.0)	04 (40.0)	-	01 (9.1)
General	-	02 (40.0)	02 (20.0)	04 (80.0)	02 (18.2)
Muslim	02 (40.0)	-	02 (20.0)	01 (20.0)	08 (72.7)
Christian	-	-	-	-	-
Total	05 (100.0)	05 (100.0)	10 (100.0)	05 (100.0)	11 (100.0)
SC	-	-	-	01 (25.0)	01 (25.0)
OBC	-	-	-	-	-
General	02 (100.0)	-	02 (100.0)	03 (75.0)	02 (50.0)
Muslim	-	-	-	-	01 (25.0)
Christian	-	-	-	-	-
Total	02 (100.0)	-	02 (100.0)	04 (100.0)	04 (100.0)
SC	01 (20.0)	01 (33.3)	02 (25.0)	-	-
OBC	-	-	-	-	-
General	01 (20.0)	02 (66.7)	03 (37.5)	02 (20.0)	03 (14.3)
Muslim	03 (60.0)	-	03 (37.5)	08 (80.0)	18 (85.9)
Christian	-	-	-	-	-
Total	05 (100.0)	03 (100.0)	08 (100.0)	10 (100.0)	21 (100.0)
SC	-	-	-	-	-
OBC	02 (50.0)	-	02 (28.6)	02 (18.2)	02 (25.0)
General	-	02 (66.7)	02 (28.6)	01 (9.1)	01 (12.5)
Muslim	02 (50.0)	01 (33.3)	03 (42.8)	08 (72.7)	05 (62.5)
Christian	-	-	-	-	-
Total	04 (100.0)	03 (100.0)	07 (100.0)	11 (100.0)	08 (100.0)
SC	-	-	-	01 (50.0)	02 (33.3)
OBC	-	03 (75.0)	03 (42.8)	01 (50.0)	-
General	-	-	-	-	-
Muslim	03 (100.0)	01 (25.0)	04 (57.2)	-	04 (66.7)
Christian	-	-	-	-	-
Total	03 (100.0)	04 (100.0)	07 (100.0)	02 (100.0)	06 (100.0)
SC	02 (10.5)	02 (13.3)	04 (11.8)	02 (6.3)	03 (6.0)
OBC	04 (21.0)	05 (33.3)	09 (26.5)	03 (9.4)	03 (6.0)
General	03 (15.8)	06 (40.0)	09 (26.5)	10 (31.3)	08 (16.0)
Muslim	10 (52.6)	02 (13.3)	12 (35.3)	17 (53.1)	36 (72.0)
Christian	-	-	-	-	-
Grand Total	19 (100.0)	15 (100.0)	34 (100.0)	32 (100.0)	50 (100.0)
	16 - 35 Year			36- 50 Year	
	M	F	T	M	F
SC	01 (4.0)	01 (3.6)	02 (3.8)	-	-
OBC	05 (20.0)	05 (17.0)	10 (18.9)	-	01 (10.0)
General	11 (44.0)	11 (39.3)	22 (41.5)	05 (50.0)	04 (40.0)
Muslim	07 (28.0)	07 (25.0)	14 (26.4)	05 (50.0)	05 (50.0)
Christian	01 (4.0)	04 (14.3)	05 (9.4)	-	-
Total	25 (100.0)	28 (100.0)	53 (100.0)	10 (100.0)	10 (100.0)
SC	03 (13.6)	06 (31.6)	09 (21.9)	01 (100.0)	03 (25.0)
OBC	03 (13.6)	01 (5.3)	04 (9.7)	-	02 (16.7)
General	13 (59.1)	09 (47.4)	22 (53.7)	06 (60.0)	04 (33.3)
Muslim	03 (13.6)	02 (10.5)	05 (12.2)	02 (20.0)	02 (16.7)
Christian	-	01 (5.3)	01 (2.5)	01 (10.0)	01 (8.3)
Total	22 (100.0)	19 (100.0)	41 (100.0)	10 (100.0)	12 (100.0)

Table 3

SC	02 9 1	04 11 4	06 10 5	01 8 3	01 7 1
OBC	01 4 5	02 5 7	03 5 3	01 8 3	
General	08 (36.4)	11 (31.4)	19 (33.3)	04 (3 3)	04 (28 6
Muslim	11 (50.0)	18 (51.4)	29 (50.9)	06 (50.0)	09 (64 3
Christian	-	-	-	-	-
Total	22 (100.0)	35 (100.0)	57 (100 0)	12 (100.0)	14 (100 0
SC	03 (13.6)	03 (8.8)	06 (10.7)	01 (12 5)	02 (13 3
OBC	06 (27.3)	07 (20 6)	13 (23 2)	03 (37.5)	04 (26 7
General	08 (36.4)	12 (35 3)	20 (35.7)	01 (12 5)	05 (33 3
Muslim	05 (22 7)	11 (32.4)	16 (28 6)	03 (37 5)	03 (20 0
Christian	-	01 (2.9)	01 (1.8)	-	01 (6 7
Total	22 (100.0)	34 (100.0)	56 (100 0)	08 (100 0)	15 (100 0
SC	05 (21.7)	06 (20.7)	11 (21.2)	03 (75.0)	03 (30 0
OBC	06 (26.1)	04 (13.8)	10 (19 2)	-	02 (20 0
General	04 (17.4)	09 (31 0)	13 (25.0)	01 (25 0)	01 (10 0
Muslim	08 (34.8)	10 (34.5)	18 (34 6)	-	04 (40 0
Christian	-	-	-	-	-
Total	23 (100.0)	29 (100.0)	52 (100.0)	04 (100 0)	10 (100 0
SC	14 (12.3)	20 (13 8)	34 (13 1)	06 (13 6)	09 (14 8
OBC	21 (18.4)	19 (13.1)	40 (15.4)	04 (9 1)	09 (14 8
General	44 (38 6)	52 (35.9)	96 (37.1)	17 (38 6)	18 (29 5
Muslim	34 (29.8)	48 (33.1)	82 (31.7)	16 (36.4)	23 (37 7
Christian	01 (0.9)	06 (4.1)	07 (2.7)	01 (2.3)	02 (3 3
Total	114 (100 0)	145 (100.0)	259 (100.0)	44 (100.0)	61 (100 0)
	51 & Above Year			Total	
	M	F	T	M	F
SC	-	-	-	02 (3 8)	02 (3 4
OBC	01 (14 3)	01 (20 0)	02 (16 7)	08 (15 4)	10 (16 9
General	04 (57.1)	03 (60.0)	07 (58.3)	24 (46 2)	22 (37 3
Muslim	01 (14.3)	-	01 (8 3)	16 (30 8)	20 (33 9
Christian	01 (14.3)	01 (20 0)	02 (16.7)	02 (3.8)	05 (8 5
Total	07 (100.0)	05 (100.0)	12 (100.0)	52 (100 0)	59 (100 0
SC	01 (11 1)	-	01 (7.1)	06 (12 8)	10 (25 0
OBC	02 (22.2)	-	02 (14 3)	05 (10 6)	03 (7 5
General	06 (66.6)	05 (100.0)	11 (78.6)	30 (63.8)	20 (50 0
Muslim	-	-	-	05 (10.6)	05 (12 5
Christian	-	-	-	01 (2.1)	02 (5 0
Total	09 (100 0)	05 (100.0)	14 (100.0)	47 (100.0)	40 (100 0
SC	-	-	-	04 (7 1)	06 (7 7
OBC	-	-	-	02 (3.6)	02 (2 6
General	04 (57 1)	04 (80 0)	08 (66 7)	19 (33 9)	24 (30 7
Muslim	03 (42 9)	01 (20 0)	04 (33.3)	31 (55.4)	46 (59 0
Christian	-	-	-	-	-
Total	07 (100.0)	05 (100.0)	12 (100 0)	56 (100 0)	78 (100 0
SC	01 (10 0)	-	01 (5 9)	05 (9 1)	05 (7 5
OBC	01 (10.0)	02 (28.5)	03 (17 6)	14 (25 5)	15 (22 4
General	06 (60 0)	03 (42.9)	09 (52 9)	16 (29 1)	23 (34 3
Muslim	02 (20.0)	01 (14.3)	03 (17 6)	20 (36 4)	21 (31 3
Christian	-	01 (14 3)	01 (5 9)	-	03 (4 5
Total	10 (100.0)	07 (100 0)	17 (100.0)	55 (100 0)	67 (100 0
SC	02 (18.2)	-	02 (13.3)	11 (25 6)	11 (20 7
OBC	03 (27 3)	01 (25 0)	04 (26.7)	10 (23 3)	10 (18 9
General	03 (27 3)	02 (50 0)	05 (33 3)	08 (18 6)	12 (22 6
Muslim	03 (27 3)	01 (25.0)	04 (26 7)	14 (32.5)	20 (37.7
Christian	-	-	-	-	-
Total	11 (100.0)	04 (100.0)	15 (100 0)	43 (100 0)	53 (100 0
SC	04 (9.1)	-	04 (5 7)	28 (11.1)	34 (11 4
OBC	07 (15.9)	04 (15.4)	11 (15.7)	39 (15.4)	40 (13 5
General	23 (52 3)	17 (65.4)	40 (57.1)	97 (38 3)	101 (34 0
Muslim	09 (20.5)	03 (11.5)	12 (17.1)	86 (34 0)	112 (37 7
Christian	01 (2 3)	02 (7 7)	03 (4.3)	03 (1 2)	10 (3 4
Grand Total	44 (100.0)	26 (100.0)	70 (100 0)	253 (100 0)	297 (100 0

**3.2.3 Housing Pattern:** The study of housing pattern of sample beneficiaries in relation to their socio-economic status. The houses have been classified on the basis of the following criteria:

er nature of construction viz hut kuchha sem pucca, and pucca t shows that a percent of the sample households were found to be living in hutments, while and percent of households had kuchha dwellings. About 26 percent of households h pcca nature of houses while about 64 percent of households had pucca dwellings uld be said that the sample consisted, largely of households having pucca dwelling ssession. Further, the study shows that the proportion of households having hu dwellings, was largely confined to Muslims (75 percent) households and OBC (25 useholds. However in the Kuchha dwellings category the proportion of househc General Category over 42 percent was highest which was followed by OBC useholds. Likewise, it could be said that in pucca dwellings category, the highest p ver 54 percent) came from General Category. The study thus shows that inclu verty was confined to Muslims households, followed by General category ho (table 3.8).

**Table 3.8**

**Caste wise Distribution of Dwellings by its Nature**

Year	Caste	Type of Residence				Total
		Hut	Kuchha	Ardh Pucca	Pucca	
1996-97	SC	-	-	-	01 (6.7)	01
	OBC	-	-	01 (20.0)	03 (20.0)	04
	General	-	-	02 (40.0)	07 (46.7)	09
	Muslim	-	-	02 (40.0)	04 (26.7)	06
	Christian	-	-	-	-	-
	Total	-	-	05 (100.0)	15 (100.0)	20
1997-98	SC	-	-	01 (25.0)	02 (12.5)	03
	OBC	-	-	-	02 (12.5)	02
	General	-	-	01 (25.0)	11 (68.7)	12
	Muslim	-	-	02 (50.0)	-	02
	Christian	-	-	-	01 (6.3)	01
	Total	-	-	04 (100.0)	16 (100.0)	20
1998-99	SC	-	01 (33.3)	01 (9.1)	-	02
	OBC	-	-	-	01 (11.1)	01
	General	-	02 (66.7)	01 (9.1)	07 (77.7)	10
	Muslim	01 (100.0)	-	09 (81.8)	01 (11.1)	11
	Christian	-	-	-	-	-
	Total	01 (100.0)	03 (100.0)	11 (100.0)	09 (100.0)	24
1999-00	SC	-	01 (25.0)	01 (16.7)	-	02
	OBC	-	02 (50.0)	01 (16.7)	02 (16.7)	05
	General	-	01 (25.0)	01 (16.7)	07 (58.3)	09
	Muslim	01 (100.0)	-	03 (50.0)	02 (16.7)	06
	Christian	-	-	-	01 (8.3)	01
	Total	01 (100.0)	04 (100.0)	06 (100.0)	12 (100.0)	23
2000-01	SC	-	-	01 (33.3)	03 (15.8)	04
	OBC	01 (50.0)	-	01 (33.3)	02 (10.5)	04
	General	-	-	01 (33.3)	07 (36.8)	08
	Muslim	01 (50.0)	-	-	06 (31.6)	06
	Christian	-	-	-	01 (5.3)	01
	Total	02 (100.0)	-	03 (100.0)	19 (100.0)	24
Total Sample	SC	-	02 (28.6)	04 (13.8)	06 (8.5)	12
	OBC	01 (25.0)	02 (28.6)	03 (10.3)	10 (14.1)	16
	General	-	03 (42.5)	06 (20.7)	39 (54.9)	48
	Muslim	03 (75.0)	-	16 (55.2)	13 (18.3)	32
	Christian	-	-	-	03 (4.2)	03
	Grand Total	04 (100.0)	07 (100.0)	29 (100.0)	71 (100.0)	111

**3.3.2.4 Spacing Pattern in the Sample Dwellings: Mere possession of dw**

ot that much important, unless the space it possess is not defined because the

the basis of defining the place as environmentally and hygienically clean. It has also been to, study the spacing pattern among sample households. Further, they have been divided on the basis of rooms they possess such as one room, two rooms, three rooms, four rooms, and five rooms and above.

The study shows that there were about 18 percent of dwellings which had one room, 19 percent of the dwellings had two rooms another about 19 percent had three rooms, 13 percent of households had four rooms dwellings while remaining about 11 percent of households had dwellings of 5 rooms or above. It could, therefore, be said that the largest households having two room accommodation while another 11 percent of households had single room dwellings. Together these two categories account for more than 38 percent of households. Thus if we accept the assumption that the sample contains 100 households, two rooms dwellings then it has to be shared by the household of five members. This would make the sharing of rooms quite congested unhygienic if we take the dimensions of the room in to consideration.

Further, the study also shows that in single room category, OBC households had the largest proportion of dwellings closely followed by General and SC households. In the two rooms dwellings also, the two caste groups dominating were Muslims and General. The study clearly substantiates the views that the level of poverty was highest among Muslim and General category of households.

**Table 3.9**

**Caste-wise Distribution of Spacing in Sample Dwellings**

Caste	One Room	Two Room	Three Room	Four Room	Fifth & above
SC	-	01 (8.3)	-	-	-
OBC	02 (100.0)	02 (16.7)	-	-	-
General	-	03 (25.0)	05 (100.0)	-	01 (100.0)
Muslim	-	06 (50.0)	-	-	-
Christian	-	-	-	-	-
Total	02 (100.0)	12 (100.0)	05 (100.0)	-	01 (100.0)
SC	01 (25.0)	01 (16.7)	-	-	01 (25.0)
OBC	-	-	01 (20.0)	01 (100.0)	-
General	03 (75.0)	03 (50.0)	04 (80.0)	-	02 (50.0)
Muslim	-	01 (16.7)	-	-	01 (25.0)
Christian	-	01 (16.7)	-	-	-
Total	04 (100.0)	06 (100.0)	05 (100.0)	01 (100.0)	04 (100.0)

Table 3.9

SC	-	01 (9.1)	-	01 (25.0)	-
OBC	-	01 (9.1)	-	-	-
General	01 (25.0)	04 (36.4)	02 (50.0)	03 (75.0)	-
Muslim	03 (75.0)	05 (45.4)	02 (50.0)	-	01 (100.0)
Christian	-	-	-	-	-
Total	04 (100.0)	11 (100.0)	04 (100.0)	04 (100.0)	01 (100.0)
SC	-	01 (11.1)	-	02 (100.0)	-
OBC	04 (57.1)	01 (11.1)	-	-	-
General	02 (28.6)	02 (22.2)	03 (75.0)	-	01 (100.0)
Muslim	01 (14.3)	04 (44.4)	01 (25.0)	-	-
Christian	-	01 (11.1)	-	-	-
Total	07 (100.0)	09 (100.0)	04 (100.0)	02 (100.0)	01 (100.0)
SC	-	01 (11.1)	-	-	02 (22.2)
OBC	01 (33.3)	02 (22.2)	01 (33.3)	-	-
General	-	03 (33.3)	02 (66.7)	-	04 (44.4)
Muslim	02 (66.3)	03 (33.3)	-	-	02 (22.2)
Christian	-	-	-	-	01 (11.1)
Total	03 (100.0)	09 (100.0)	03 (100.0)	-	09 (100.0)
SC	01 (5.0)	05 (10.6)	-	03 (42.8)	03 (18.8)
OBC	07 (35.0)	06 (12.8)	02 (9.5)	01 (14.3)	-
General	06 (30.0)	15 (31.9)	16 (76.2)	03 (42.8)	08 (50.0)
Muslim	06 (30.0)	19 (40.4)	03 (14.3)	-	04 (25.0)
Christian	-	02 (4.3)	-	-	01 (6.2)
Grand Total	20 (100.00)	47 (100.0)	21 (100.0)	07 (100.0)	16 (100.0)

### 3.3.2.5 Household Income Level Pattern: The study of income level pattern

economic analysis, holds an important place to determine the overall status of the district.

try. An attempt has been made to study the households income (from all sources) of the

beneficiaries. Further the income levels of the households have been divided into

categories viz. households having an around income level of Less than Rs. 5,000,

being Rs.5,001-8,000, the third being Rs. 8,001-11,499, the fourth as Rs. 11,500-

the fifth as Rs. 15,000-20,000 and the last category as the 20,001 and above.

If we accept the governments guideline, which defines the households to be below

the poverty line if their income level, per annum, falls below Rs. 11499 ma

this criteria at the background, we find that the proportion of household living

poverty line was 13.5 percent, which, about 7 percent were living in the state

The study also shows that the incidence of poverty was more accute on ho

ing to General and Muslim categories. Further, the study also shows that

of households were found to be living above the poverty line and the pro

holds having an annual income of over Rs. 20,001 was 64 percent. The two c

ed here were once again the households from General and Muslims. Thus i

t the income distribution, in the sample households was relatively even whic

all prosperity of the district or place (Table 3 10)



**Table 3.10**

**Annual Income Pattern of Sample Households**

Caste	Below 5000	5001-8000	8001-11499	11500-14999	15000-20000	20000 & above
SC	-	-	-	-	-	01 (7.1)
OBC	-	01 (100.0)	-	-	-	03 (21.4)
General	-	-	-	-	01 (25.0)	08 (57.1)
Muslim	-	-	-	01 (100.0)	03 (75.0)	02 (14.3)
Christian	-	-	-	-	-	-
Total	-	01 (100.0)	-	01 (100.0)	04 (100.0)	14 (100.0)
SC	-	-	-	-	02 (100.0)	01 (5.9)
OBC	-	-	-	-	-	02 (11.8)
General	-	-	01 (100.0)	-	-	11 (64.7)
Muslim	-	-	-	-	-	02 (11.8)
Christian	-	-	-	-	-	01 (5.9)
Total	-	-	01 (100.0)	-	02 (100.0)	17 (100.0)
SC	-	-	-	-	-	02 (11.1)
OBC	-	-	-	-	-	01 (5.5)
General	-	-	01 (100.0)	-	-	09 (50.0)
Muslim	-	-	-	-	05 (100.0)	06 (33.3)
Christian	-	-	-	-	-	-
Total	-	-	01 (100.0)	-	05 (100.0)	18 (100.0)
SC	-	-	-	-	01 (100.0)	01 (5.9)
OBC	-	-	-	01 (100.0)	-	04 (23.5)
General	01 (50.0)	01 (100.0)	-	-	-	07 (41.2)
Muslim	01 (50.0)	-	-	-	-	05 (29.4)
Christian	-	-	01 (100.0)	-	-	-
Total	02 (100.0)	01 (100.0)	01 (100.0)	01 (100.0)	01 (100.0)	17 (100.0)
SC	-	-	-	-	01 (50.0)	03 (20.0)
OBC	-	-	-	-	01 (50.0)	03 (20.0)
General	04 (66.7)	-	-	-	-	04 (26.7)
Muslim	02 (33.3)	-	-	01 (100.0)	-	04 (26.7)
Christian	-	-	-	-	-	01 (6.7)
Total	06 (100.0)	-	-	01 (100.0)	02 (100.0)	15 (100.0)
SC	-	-	-	-	04 (28.6)	08 (11.3)
OBC	-	01 (50.0)	-	01 (33.3)	01 (7.1)	13 (18.3)
General	05 (62.5)	01 (50.0)	02 (66.7)	-	01 (7.1)	39 (54.9)
Muslim	03 (37.5)	-	-	02 (66.7)	08 (57.1)	19 (26.8)
Christian	-	-	01 (33.3)	-	-	02 (2.8)
Grand Total	08 (100.0)	02 (100.0)	03 (100.0)	03 (100.0)	14 (100.0)	71 (100.0)

**Attendance Level**

The attendance level of the beneficiaries was recorded by two sources viz selected resource persons and the daily attendance register. According to the opinion of resource persons or trainers, the attendance level of beneficiaries, normally, was quite high for the courses conducted by the institute were paid courses in which the beneficiaries were highly motivated. Hence he/she is very particular in attending its. However, under unwarranted circumstances, attendance suffered. On the question of quantifying the level of attendance, 85 percent of the resource persons rated it to be as high as eighty five percent and 85 percent of the instructors levelled it to over ninety percent. The fact was also corroborated by the evaluating team when it glossed over the attendance register maintained at the institute.

Among the factors that figured prominently for beneficiaries absence were the r and leaving for their in laws place which that accounted for 40 percent of the total, 40 percent, attributed to the poor mode of commutation, 20 percent on account of 30 percent stated personal problems, similarly other factors stated by beneficiaries family problems and death occurring in the family. In short, these reasons have been used as (Table 3.11).

**Table 3.11**

**Reasons for not Attending Training Centres**

Sl No	Factors	Frequency
1	Death occuring in the family	1 (10.0)
2	Family problem	2 (20.0)
3	Married and migrated to in laws/visiting relations	4 (40.0)
4	Illness	2 (20.0)
5	Personal Problems	3 (30.0)
6	Problem of commuting	4 (40.0)
	Total	10 (100.0)

**Source :** (i) Resource Persons account  
(ii) Attendance Register

**Note :** The answers are of multiple nature hence their addition may not necessarily lead to 100 percent

**Completion of Course or Dropout Rate**

As has already been stated that the courses were of paid nature which, by and large, the beneficiaries to the course till its completion. Besides this, the interest of beneficiary acts as a motivating force as a result of which the chances of candidates, dropping out, are very remote. However, the possibility of incidence of failures, cannot be ruled out. An effort has, therefore, been made to study the level of incidence of failure, if any, and the reasons there off.

The study of beneficiaries in the sample shows that of the total of 111 beneficiaries, number of beneficiaries during the last five years, who could not complete their course, which accounted for about 12 percent of the total. Their caste wise distribution shows that the highest incidence of failure was reported from the beneficiaries of General Group where it was about 56 percent whereas in Muslim's and the beneficiaries from OBC, it was 12 percent and about 11 percent respectively (Table 3.12).

**Table 3.12**

**Caste and Demographic Profile of Sample Households**

Caste	Could not Learn Properly			Could not Purchase Machine		
	M	F	T	M	F	T
SC	-	-	-	-	-	-
OBC	-	-	-	-	-	-
General	-	-	-	-	-	-
Muslim	-	-	-	-	02 (100.0)	02 (100.0)
Christian	-	-	-	-	-	-
Total	-	-	-	-	02 (100.0)	02 (100.0)

Table 3.12 Contd

SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	02 (100.0)	02 (100.0)	-	01 (100.0)
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	02 (100.0)	02 (100.0)	-	01 (100.0)
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	01 (100.0)	01 (100.0)	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	01 (100.0)	01 (100.0)	-	-
SC	-	-	-	-	01 (100.0)
OBC	-	01 (20.0)	01 (20.0)	-	-
General	-	02 (40.0)	02 (40.0)	-	-
Muslim	-	02 (40.0)	02 (40.0)	-	-
Christian	-	-	-	-	-
Total	-	05 (100.0)	05 (100.0)	-	01 (100.0)
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	01 (33.3)	01 (100.0)	-	-
Muslim	-	02 (66.7)	02 (100.0)	-	-
Christian	-	-	-	-	-
Total	-	03 (100.0)	03 (100.0)	-	-
SC	-	-	-	-	01 (20.0)
OBC	-	01 (11.1)	01 (11.1)	-	-
General	-	06 (55.6)	06 (55.6)	-	01 (20.0)
Muslim	-	04 (33.3)	04 (33.3)	-	02 (40.0)
Christian	-	-	-	-	01 (20.0)
Grand Total	-	11 (100.0)	11 (100.0)	-	05 (100.0)
	Loan Facility was Not available			Learned for Domestic	
	M	F	T	M	F
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	01 (100.0)	02 (50.0)	03 (60.0)	-	-
Muslim	-	02 (50.0)	02 (40.0)	-	-
Christian	-	-	-	-	-
Total	01 (100.0)	04 (100.0)	05 (100.0)	-	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	02 (100.0)	02 (100.0)	-	-
Muslim	-	-	-	-	01 (100.0)
Christian	-	-	-	-	-
Total	-	02 (100.0)	02 (100.0)	-	01 (100.0)
SC	-	01 (20.0)	01 (20.0)	-	-
OBC	-	01 (20.0)	01 (20.0)	-	-
General	-	-	-	-	01 (33.3)
Muslim	-	03 (60.0)	03 (60.0)	-	02 (66.7)
Christian	-	-	-	-	-
Total	-	05 (100.0)	05 (100.0)	-	03 (100.0)
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	02 (100.0)	02 (100.0)	-	-
Christian	-	-	-	-	-
Total	-	02 (100.0)	02 (100.0)	-	-
SC	01 (100.0)	02 (33.3)	02 (42.9)	-	01 (14.3)
OBC	-	01 (46.7)	01 (14.3)	-	01 (14.3)
General	-	01 (16.7)	01 (14.3)	-	02 (28.6)
Muslim	-	02 (33.3)	02 (28.6)	-	02 (28.6)
Christian	-	-	-	-	01 (28.6)
Total	01 (100.0)	06 (100.0)	07 (100.0)	-	07 (100.0)
SC	01 (50.0)	02 (11.1)	03 (15.0)	-	01 (9.1)
OBC	-	02 (11.1)	02 (10.0)	-	01 (9.1)
General	01 (50.0)	05 (27.7)	06 (30.0)	-	03 (27.3)
Muslim	-	09 (50.0)	09 (45.0)	-	05 (45.4)
Christian	-	-	-	-	01 (9.1)
Grand Total	02 (100.0)	18 (100.0)	20 (100.0)	-	11 (100.0)

Table C

	Com et n Tra ners/Stud es			Total	
	M	F	T	M	F
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	01 (100.0)	02 (33.3)
Muslim	-	-	-	-	04 (66.7)
Christian	-	-	-	-	-
Total	-	-	-	01 (100.0)	06 (100.0)
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	01 (100.0)	01 (100.0)	-	06 (75.0)
Muslim	-	-	-	-	01 (12.5)
Christian	-	-	-	-	01 (12.5)
Total	-	01 (100.0)	01 (100.0)	-	08 (100.0)
SC	-	-	-	-	01 (8.3)
OBC	-	-	-	-	01 (8.3)
General	-	-	-	-	02 (16.7)
Muslim	-	03 (100.0)	03 (100.0)	-	08 (66.7)
Christian	-	-	-	-	-
Total	-	03 (100.0)	03 (100.0)	-	12 (100.0)
SC	-	-	-	-	01 (11.1)
OBC	-	-	-	-	01 (11.1)
General	-	-	-	-	02 (22.2)
Muslim	-	01 (100.0)	01 (100.0)	-	05 (55.6)
Christian	-	-	-	-	-
Total	-	01 (100.0)	01 (100.0)	-	09 (100.0)
SC	-	-	-	01 (100.0)	02 (11.1)
OBC	-	-	-	-	02 (11.1)
General	-	02 (66.7)	02 (66.7)	-	06 (33.3)
Muslim	-	01 (33.3)	01 (33.3)	-	07 (38.9)
Christian	-	-	-	-	01 (5.5)
Total	-	03 (100.0)	03 (100.0)	01 (100.0)	18 (100.0)
SC	-	-	-	01 (50.0)	04 (7.5)
OBC	-	-	-	-	04 (7.5)
General	-	03 (37.5)	03 (37.5)	01 (50.0)	18 (33.9)
Muslim	-	05 (62.5)	05 (62.5)	-	25 (47.2)
Christian	-	-	-	-	02 (3.8)
Grand Total	-	08 (100.0)	08 (100.0)	02 (100.0)	53 (100.0)

The perusal of the total also shows that besides these 11 beneficiaries who as absolute failure, there were other beneficiaries, who, technically speaking, drop-outs however have so far failed to setup their own enterprises or have been partially rehabilitated. In all there were 36 such beneficiaries of which 5 out of the total attributed their failure to not being able to buy the machine, and 20 viz. 20 of the beneficiaries, accounting to over 44 percent, stated non availability as a major course for their failure. The sample also contained another 11 beneficiaries who did not learn the trade for commercial purposes. They were utilized for domestic purpose hence they could not be termed as failures. Likewise, there were 11 beneficiaries who were not established, but were completing their studies and planning to start their own enterprise after they complete their studies and, therefore, could not be termed as failures too.

### 3 6 Trade wise Distribution of Beneficiaries

The institute has been imparting vocational training in various disciplines. Often some trades are repeated every year and also in the same financial year largely on account of the demand among the beneficiaries and also these courses have immense practical utility. It was, therefore, found necessary to study the nature of courses/trades that were high on the popularity chart and their distribution among various caste group.

The sample beneficiaries have been divided on the basis of the castes and the programmes they have been pursuing. The study shows that the most popular course among the beneficiaries was undoubtedly the tailoring that accounted for about 11 percent of the total beneficiaries followed by course on beautician which was opted by 9 percent of the beneficiaries. Screen-Printing was yet another course that was followed by about 8 percent of the beneficiaries. Another course that gained popularity was drawing and painting which accounted for over 7 percent of the total beneficiaries.

Similarly, the least popular courses, according to the sample were offset printing, traditional painting, electrical wiring and Kutch work. Each accounted for 0.9 or one percent of the total number of beneficiaries.

Further, the inter-caste study shows that amongst Scheduled Caste, the most closely followed course was screen printing, tailoring and course on hair style each accounting for over 16.7 percent of the total. In the case of OBCs, course on beautician attracted top priority and was pursued by about 19 percent of the beneficiaries, followed by drawing and painting and tailoring each accounting for 12.5 percent of the beneficiaries. In the General Caste category, the drawing and painting and screen-printing offered attraction and were being pursued by 12.5 percent and 10.4 percent of the beneficiaries respectively. Similarly in the case of Muslims, jarri work on high demand and accounted for over 18.8 percent of beneficiaries whereas agarbati making and ice making were other two popular courses pursued by them and each accounting to 15.6 percent of total beneficiaries respectively. In the case of Christian the courses on beautician and embroidery attracted their attention and accounted for about 67 percent and 33 percent of the total beneficiaries (Table 3.13)

Table 3 13

## Distribution of Beneficiaries According to the Trade

Name of the Programme	SC			OBC	
	M	F	T	M	F
A arbatti	-	-	-	-	01 (8.3)
Beautician	-	01 (10.0)	01 (8.3)	-	03 (25.0)
Drawing & Painting	-	-	-	01 (25.0)	01 (8.3)
Offset Printing	-	-	-	01 (25.0)	-
Screen Printing	-	02 (20.0)	02 (16.7)	-	01 (8.3)
Flower Making	-	-	-	-	-
Tailoring	-	02 (20.0)	02 (16.7)	-	02 (16.7)
Traditional Painting	-	-	-	-	-
Wallen Knitting	-	-	-	-	01 (8.3)
Electronic	01 (50.0)	-	01 (8.3)	-	-
Chat Making	-	-	-	-	01 (25.3)
Greeting Card	-	01 (10.0)	01 (8.3)	-	-
Vidiography	01 (50.0)	-	01 (8.3)	01 (25.0)	-
Fashion Designing	-	-	-	-	01 (8.3)
Ice making	-	-	-	-	-
Refrigeration and AC	-	-	-	-	-
Electrical Wiring	-	-	-	01 (25.0)	-
Motor Binding	-	-	-	-	-
Fabric Printing	-	01 (10.0)	01 (8.3)	-	01 (8.3)
Mehendi	-	-	-	-	-
Hair Style	-	02 (20.0)	02 (16.7)	-	-
Jari Work	-	-	-	-	-
North Indian Dishes	-	-	-	-	-
Embroidery	-	01 (10.0)	01 (8.3)	-	-
Kutch Work	-	-	-	-	-
Grand Total	02 (100)	10 (100.0)	12 (100.0)	04 (100.0)	12 (100.0)
	General			Muslim	
	M	F	T	M	F
A arbatti	-	01 (2.9)	01 (2.1)	-	05 (15.6)
Beautician	-	04 (11.4)	04 (8.3)	-	-
Drawing & Painting	03 (23.1)	03 (8.6)	06 (12.5)	-	-
Offset Printing	-	-	-	-	-
Screen Printing	03 (23.1)	02 (5.7)	05 (10.4)	-	01 (3.1)
Flower Making	-	03 (8.6)	03 (6.3)	-	03 (9.4)
Tailoring	01 (7.7)	05 (14.3)	06 (12.5)	-	-
Traditional Painting	-	01 (2.9)	01 (2.1)	-	-
Wallen Knitting	-	-	-	-	02 (6.3)
Electronic	-	01 (2.9)	01 (2.1)	-	-
Chat Making	01 (7.7)	-	01 (2.1)	-	-
Greeting Card	-	03 (8.6)	03 (6.3)	-	-
Vidiography	-	-	-	-	-
Fashion Designing	-	-	-	-	-
Ice making	-	-	-	-	05 (15.6)
Refrigeration and AC	02 (15.4)	-	02 (4.2)	-	-
Electrical Wiring	-	-	-	-	-
Motor Binding	03 (23.1)	-	03 (6.3)	-	-
Fabric Printing	-	03 (8.6)	03 (6.3)	-	-
Mehendi	-	02 (5.7)	02 (4.2)	-	03 (9.4)
Hair Style	-	02 (5.7)	02 (4.2)	-	01 (3.1)
Jari Work	-	-	-	-	18.8
North Indian Dishes	-	02 (5.7)	02 (4.2)	-	-
Embroidery	-	03 (8.6)	03 (6.3)	-	02 (6.3)
Kutch Work	-	-	-	-	01 (3.1)
Grand Total	13 (100.0)	35 (100.0)	48 (100.0)	-	32 (100.0)

Table 3

the me	Christian			Total	
	M	F	T	M	F
	-	02 (66.7)	02 (66.7)	-	07 (7.6)
	-	-	-	-	10 (10.9)
intn }	-	-	-	04 (21.0)	04 (4.3)
	-	-	-	01 (5.3)	-
	-	-	-	03 (15.8)	06 (6.5)
	-	-	-	-	06 (6.5)
	-	-	-	01 (5.3)	12 (13.0)
intn }	-	-	-	-	01 (1.1)
	-	-	-	-	03 (3.3)
	-	-	-	01 (5.3)	01 (1.1)
	-	-	-	01 (5.3)	01 (1.1)
	-	-	-	-	04 (4.3)
	-	-	-	02 (10.5)	-
nin }	-	-	-	-	01 (1.1)
	-	-	-	-	05 (5.4)
and AC	-	-	-	02 (10.5)	-
n	-	-	-	01 (5.3)	-
	-	-	-	03 (15.8)	-
	-	-	-	-	05 (5.4)
	-	-	-	-	05 (5.4)
	-	-	-	-	05 (5.4)
	-	-	-	-	06 (6.5)
Dishes	-	-	-	-	02 (2.2)
	-	01 (33.3)	01 (33.3)	-	07 (7.6)
	-	-	-	-	01 (1.1)
	-	03 (100.0)	03 (100.0)	19 (100.0)	92 (100.0)

## Human Inputs

This section of the analysis attempt has been made to evaluate the funding pattern, it deals with their income pattern, source of income, fees from learners, adequacy of funds and utilisation of funds. Further, it also studies the availability of space, furniture, equipments and raw material etc.

## Income & Sources of Income

According to the guidelines issues by the Ministry of Human Resource Development, the Vidyapeeths have been classified into three categories that depend on the size of the city/town and the volume of work being carried out by that institution. The Ministry provides financial assistance for recurring and non-recurring expenditure for these institutions.

Below

Recurring Expenditure (Rs. in Lakh)			
	A	B	C
Emoluments*	16.0	15.0	13.0
Honorarium	8.0	5.0	5.0
Office Expenditure	5.0	5.0	4.0
Teaching Learning Material	6.0	5.0	3.0
Total**	35.0	30.0	25.0

\* Includes EPE and Gravity.

\*\* Improved provision or actual expenditure, whichever is less.

Guidelines of the Ministry of HRD, New Delhi.

Non-Recurring Expenditure (Rs. in Lakh)		
	A	B & C
Vehicle*	4.0	4.0
Computers with Printers**	3.0	0.75
Audio-visual Equipments**	1.0	0.35
Photo Copier	1.50	1.50
Fax Machine**	0.25	0.25
Course related material equipment	5.0	3.15
Miscellaneous Expenses	0.25	-
Total	15.0	10.0

\* Funds for the purpose of vehicle would be released upto a maximum of Rs. 4.0 lakhs or actual cost of vehicle which ever is less to these SVPs who do not have a vehicle.

\*\* If SVP is sanctioned to an organisation which also has a State Resource Centre (SRC), equipments such as computer, fax and audio-visual equipment may be shared as far as possible between SVP and SRC. In such cases fresh grants for these equipments may not be necessary.

In addition, the institutes would also be provided a building grant of Rs. 20.0 lakhs for the construction or repair of SVP building. However, such grant will be released subject to some conditions. The institutes would be motivated to try and acquire their own accommodation as far as possible.

The guidelines also lays downs conditions on the re-appropriation of the funds. The broad category under which the funds are to be re-appropriated would be (a) emolument, (b) office expenses, (c) programme expenditure. However, the approval for any re-appropriation should be obtained by the institute when the representative of the Government of India is present at the meeting.

Further, the institutes are also encouraged to create development fund, the resources for which are to be created from the following:

- fees collected from trainees,
- donations,
- constancy fee for the programmes conducted by the institute on behalf of the other departments, and
- any income other than grant-in-aid received from the Government of India.

The other sources of the institutes are the funds released by Zilla Sakasharta Samities to manage continuing education centres and the amount released will be in proportion to the number of centres allotted to it. The institute are not directed to accept any grants from other departments for implementing their programme without the specific approval of Government of India. All the grants received by the institute should be reflected in the annual statement of audited account and unspent amount of such grants received from other sources be credited to the development fund account.

In the case of the institute at Mysore, the sources of the income for three years viz 1998-99, 1999-2000 and 2000-01 have been presented in Table 3.14.



**Table 3 14**  
**Profile of Sources of Income of the institute**

Sources of Income	1998-99	1999-00	2000-01
Grant from Govt. of India	12,09,278.00 (53.0)	12,17,244.00 (65.7)	15,000.00 (73.1)
From State Govt.	-	-	-
From Local Self Govt.	-	2,98,000.00 (16.1)	-
Course Registration Fee	10,00,000.00 (43.9)	2,02,240.00 (10.9)	3,32,875.00 (16.0)
From Industries/Factories	-	-	-
From Development Schemes	-	-	-
From NGOs including ZSS	-	-	12,000.00 (0.6)
From any other sources (KUIDFC)	-	1,35,000.00 (7.3)	2,08,000.00 (10.1)
Bank Interest	2,709.00 (0.1)	-	-
Opening Balance	67,941.00 (3.0)		
Total	22,79,928.00 (100.0)	18,52,984.00 (100.0)	20,52,875.00 (100.0)

: Various issues of Annual Report

: Figures in bracket denote column percentage

The perusal of the table shows that bulk of the grants to the institution is being from Government of India and the second biggest source of their earnings is the amount received through registration for the courses. However, of late, the institute has succeeded in securing resources from KUIDFC and ZSS also.

### **Expenditure Pattern of the Institution**

The study of expenditure pattern reflects the true state of health of an institution. Therefore, its study forms a crucial base for accepting its the centres viability, and viability. If the institutions would venture out for new courses only if it has adequate resources. An attempt, has, therefore, been made to study the expenditure pattern over the last three years viz. 1998-99, 1999-2000 and 2000-01.

The major heads on which the expenditure has been shown are salaries and allowances, honorarium/conveyance for resource persons, office expenditure, teaching materials, stipend, tool kits to trainers, return of advance for fix account and other. The perusal of table shows that the major heads on which the bulk of expenditure is on salaries and allowances which includes TA/DA, honorarium/conveyance for resource persons. It could be seen that expenditure on salaries and allowances has increased from about 35 percent in 1998-99 to 59 percent in 2000-01. In the case of honorarium, it has declined from 7.8 percent to 15.9 percent during the same year. If we keep

Government's guidelines is to consideration then this amount should not exceed beyond 50 percent of the recurring expenditure for emoluments and not beyond 16.6 percent for honorarium, which the institution has marginally exceeded in terms of emoluments. On the honorarium front, however, the expenses are well within the stipulated limit. Further, the institution, of late, appears to be under spending on heads like office expenditure and teaching learning material. The lesser amount spent on teaching and learning material in 1999-2000 and 2000-01 years could be on account of the fact that the material purchased has not been utilised in that years and was being used by beneficiaries in subsequent years. However, it could be said that many a time furniture deficiency affects the seating pattern of beneficiaries while the later needs to be addressed more forcefully because distribution of teaching and learning material to the beneficiaries would only strengthen the performance of the institution.

However, the overall scenario of the institutions shows that it is, by and large, evenly breaking out and, perhaps, unable to spare on important heads like teaching and learning materials or venturing out for new courses. They have successfully managed to organise vocational courses without curtailing on non-availability of resources, is a great satisfying news. The course may have been withdrawn only on account of their lack of demand and not because of fee structure. Because in extension programmes the fee structure was, by and large, half of campus programme as such the slum programme were least expensive. In the light of above fact it could be stated that for centres like this, upward revision of grants in aid becomes quite relevant (Table 3.15).

**Table 3.15**

**Expenditure Pattern of the Institute**

Head of Expenditure	1998-99	1999-00	2000-01
Salaries and Allowances including TA/DA	8,07,466 00 (35.4)	9,22,656 00 (57.9)	13,80,780.00 (59.0)
Honorarium/Conveyance for resources persons	1,78,450 00 (7.8)	2,45,770 00 (15.4)	3,71,734 00 (15.9)
Office Expenditure	2,62,76.00(11.5)	2,03,292.00 (12.8)	1,77,600 00 (7.6)
Teaching Learning Materials	1,00,000.00 (43.9)	1,23,481 00 (7.7)	2,02,018.00 (8.6)
Send tools kits to Trainers	-	98,657 00 (6.2)	20,800 00 (8.9)
Pattern of advance for fee A/c	4,584 00 (0.2)	-	-
Others	26,662 00 (1.2)	-	-
<b>Total</b>	<b>22,79,928 00 (100.0)</b>	<b>15,93,856 00 (100.0)</b>	<b>23,00,132.00 (100.0)</b>
Balance in (+)	-	2,59,128 00	
Balance in (-)			2,87,257 00

**Source :** Various issues of Annual Report

3 9      **Fee Structure & Honorarium Pattern**

The fee structure for vocational courses has been quite varied which, perhaps, is guided by the duration of the course. The perusal of courses organised by the centres shows that its duration ranged from one day, 7 days, to six months and according its fee structure also varied. For longer duration courses it was understandably higher while for shorter duration courses it was lesser. Further, the fee structure of the course also depends upon the nature of the programme i.e if the programme was termed as campus programme, then its fee was relatively higher while for extension programme, it was much less. However, if the programme was meant for the slums, its fees structure was least. The fees structure for campus programme varied between as low as Rs 10/- (as in the case of candle making) to as high as Rs. 600/- for basic electronic and TV mechanics.

Similarly, the honorarium of the resource persons also varied according to the course for instance, the resource persons taking the course of basic electronics and TV mechanics or motor rewinding or electrical wiring and appliance was getting Rs 1200/- as an honorarium. Similarly, courses on beautician, refrigeration, genset maintenance etc also fetched Rs 1200/- as an honorarium. However, some courses like dress making, type writing, knitting, zari works etc. invited honorarium of Rs. 800/-. The other details of programmes, their duration (in month), fees structure and honorarium paid to the resource persons have been presented below Table 3.16.

**Table 3.16**

**Details of Courses, Fees Structure and Honorarium Pattern in the Institute**

Courses	Duration in (Months)	Fees Structure			Honorarium for RPS
		Campus Programme	Extension Programmes	Slum Programmes	
Basic Electronics and T V Mech.	4	600	400	300	1200
Motor Rewinding	6	150	75	50	1200
Electrical wiring and a liances Repairs	6	150	75	50	1200
Beautician	6	600	-	-	1200
Dress moving	6	150	75	50	800
Refrigeration and A.C	6	500	-	-	1200
Drawing and Painting	6	150	75	75	1000
General Maintenance	6	300	150	75	1200
t e writing	6	-	90	-	800
Push Button Telephenerepar	6	300	-	-	1200
Two Whoolers Machanism	4	120	60	60	1200
M sopre Traditional Arts	4	50	-	-	1000
Embroidery	4	80	40	40	800

Table 3.16 Contd

Graphic Arts	4	50	-	-	100
Knitting	4	60	30	30	80
Tanjavur Painting	4	150	-	-	100
Industrial Wiring					
Handicrafts	3	100	80	60	120
Cine and T.V. Make up	3	50	30	30	90
High Fashion Designing	3	300	-	-	120
Zeroworks	3	300	150	150	100
Spoken English	3	50	40	30	80
Spoken Hindi	3	150	100	-	90
Tassel Mirror andSmoking	3	75	75	-	90
DTP/Computer Training	3	75	40	40	80
Soft Wood Crafts	3	50	-	-	100
Gorland by Caloon	3	60	-	-	90
Callaze works	2	50	-	-	100
Greeting Cards by Embroidery	2	30	-	-	90
Artificial Flower Making	2	30	30	30	90
Book Binding	2	40	40	30	120
Screen Printing	2	50	-	-	100
Photography	1	150	100	75	90
Videography	1	150	-	-	120
Batik tieanddige	1	200	-	-	150
Doll making	1	250	-	-	120
Fabric Painting	1	30	-	-	90
Ambatti Making	1	30	20	20	80
Vegetable Carving	1	-	-	10	100
North Indian Dishes/South	15 days	30	30	-	60
Indian Dishes/Chat Items	15 days	150	150	-	150
Preparation					
Ikabana	10 days	100	-	-	80
Aralic Mehandi	1 days	120	120	-	80
North Indian	7-days	75	75	-	80
Dishes/ChatItems					
Preparation					
South Indian Dishes	7 days	25	25	-	40
Make up with threading	5 days	15	15	10	40
Sewing Machine Repairs	5 days	15	15	10	40
Mehandi Application	5 days	15	15	10	40
Hair Style	5days	25	25	10	40
Ice Cream Prepration	5 days	50	-	-	60
Baking	5 days	50	-	-	60
Chalk Making	3 days	15	15	-	30
Candle making	1 day	10	10	-	10
All Demonstration-cum-training	1 day	-	-	-	10

### 3.10 Infrastructural facilities

The analysis of Infrastructural facilities have been based on the evaluation teams/personal observation by visiting at least twenty five training centres, talks with resource persons as well as the beneficiaries selected randomly.

**3.10.1 Space (Adequacy and Suitability):** It was found that the training used to be organised in rooms that could accommodate twenty to thirty people. However, in case the programme attracted a large number of beneficiaries then the problem of space was felt. The beneficiaries had to share the chairs and the over crowding made the task of movement and teaching both very difficult. In most of the programmes, the number of trainees far exceeded

the optimum capacity of the place which also affected the teaching. This view was also shared by resource persons who admitted that in the training class no theory could be discussed on account of time constraint, and if the beneficiaries number exceeds beyond twenty, then they also faced the problem. Similar is the case when extension programmes are carried out. It was observed that as the institute do not have any provision of hiring rooms, they normally try to select these venues where they do not have to pay for rent. These venues are small rooms with seating capacity of ten to twelve people. Where, the training programme, in variably attracted, higher clientele, which posed the problems of both seating, and teaching.

**3.10.2 Furniture:** The use of furniture was seen only in these programmes which were organised inside the campus and only for courses like that of beautician, TV mechanic spoken English etc. while in other courses, the beneficiaries are provided mats, courses like knitting, flower making, soft toy making etc. In other programme of three days, five days or seven days duration in some of them furniture of mat was made. As has already been stated that the rooms were of smaller dimensions, the problem of furniture arose only the number of beneficiaries exceeded a stipulated limit. Further, it was also observed that the large hall of the institution was being utilised in organising courses that did not require chair, tables or blackboard, and beneficiaries were required sit in circle with resource person at the centre

**3.10.3 Equipment:** It was observed, that the position of equipments was also susceptible particularly when the training was organised inside the campus. This apprehension largely stems out of the fact observation of the evaluating team when it observed some training programmes particularly the one on tailoring, and TV mechanism. It was observed that the group was assigned two or three mechanics and the groups was asked to share it over the time. It was found the beneficiary seldom got opportunity, or the time allotted to him/her was highly inadequate.

However, the things improved when the training was conducted by collaborating agencies as the number of equipment was more. The problem of sharing there too, persisted though the beneficiary did get more time to work on the equipment there. In the light of above observation, it is argued that the number of machines be increased, at least, to an optimum ratio to enable the beneficiary to spend some time on it as to gain necessary confidence.

**3 10 4 Raw-Materia** The raw materia that is provided to the trainees is given in a limited quantity and that also only once at the beginning. The problem arises only when the trainee/beneficiary wants to practice at home then she/he faces the problem if the stock gets consumed. Likewise, if the beneficiaries, on account of inexperience, consumes it faster, then she/he face, the problem during the entire period of training.

Secondly, some of the resource persons also felt that the quality of raw material provided could be further be improved. This is particularly true in case for programmes like the beauticians, TV mechanism etc. It is therefore argued that availability of raw material be ensured throughout the period of training. The charges of providing it for the second time could be levied on the beneficiary. This will help them to get over the problem and boost their (beneficiaries) confidence level.

## Chapter- Four

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### Analysis of Throughput

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The analysis of through put has been divided, broadly, into four parts. The first part, primarily, deals with the management aspect of institutions which include various administrative tasks that are undertaken by it, constitution and functioning of the Board of Management and other-bodies, the team work of the staff, the nature and extent of relationships of the institution with Zilla Saksharta Samiti and finally its relationship with other Central and State governments. The relation of the institution with its permanent body has also been discussed in this section.

#### 4.1 Evaluation of Management

The guidelines, of the Ministry of Human Resource Development states that each of these institution should be registered independently under the societies Registration Act of 1860, according to the Memorandum of Association and Bye-laws provided by the Government of India

The affairs of the institute are managed by a Board of Management (BOM) whose composition has already been discussed in the earlier chapters. It is headed by the Chairman and at its first meeting, one non-official member of the BOM is to be selected as the Vice chairman.

In the event of the institute being set up by a university, the Vice-Chancellor or his nominee, not below the rank of Dean of the Faculty shall be the chairman of BOM, however, in case of the institute being set up by a voluntary agency, where the chair president of the parent body is not the Chairman of institute, then the Governing Body of the parent organisation shall be nominating any member of the Governing Body of the parent organisation to be the Chairman of the institute. Likewise, in the event of the institute being not registered and also not affiliated to any voluntary organisation or university, the Chairman would be decided by the Government of India.

**4.1.1 Administrative Task of the Institution:** The administrative tasks to be performed by the institutions have already been discussed in detail in the guidelines of the Ministry of Human Resource Development. However, in brief, they could be divided into three

major heads (a) task of identification (b) task of organising and planning and c) task of coordination

The first involves identification of both the target areas as well as the target groups by developing their socio-economic profiles, procure list of neo-literates from ZSS and ensure that at least twenty five percent of them become the institute's clientele and also identify the vocational and educational needs of different socio-economic groups.

The second task of the institute involves organising a variety of training programmes for Key Resource Persons (KRP), Master Trainers (MT), and the beneficiaries, plan and organise polyvalent educational programmes and open learning system, organise library and reading room facilities for neo-literates, educational and vocational programme for deprived sections and unemployed youths to provide new skills etc. The third task of the institute is that of coordination. As a coordinator, facilitator and catalytic agent, it forges alliances with other educational and technical institutions, explores, innovates, work out alternatives, try out new methodologies to meet the needs of different target group through programmes of education and training, promote organisational forms such as co-operatives societies, mandals and associations of women etc. Plan and organise polyvalent educational programmes and other activities including literacy, post-literacy and continuing education to suit the learning requirements of the target groups.

In the case of SVP, Mysore the perusal of annual reports as well as interaction with key resource persons, functionaries and beneficiaries reveal that it has been organising four types of programme namely the skill development programmes, skill upgradation programmes and literacy linked vocational programmes.

The life enrichment training activities conducted by the institute were awareness building lectures cum demonstration programme. The detail profile of awareness training programmes is summarised in table 4.1.

Table 4.1

Profile of Awareness Training Programme/Activities

Year	Male	Female	Total
1996-97	967 (31.3)	1237 (31.0)	2204 (31.1)
1997-98	971 (28.2)	1203 (30.1)	2074 (29.3)
1998-99	N A	N A	N A
1999-2000	551 (17.8)	413 (10.3)	964 (13.6)
2000-01	700 (22.7)	1339 (28.5)	1839 (26.0)
Total	3089 (100.0)	3992 (100.0)	7081 (100.0)

Source : Various Issues of Annual Reports.



Some of the Enrichment Programmes that received popular support were

Process of purification of water for drinking purposes. It was organised with the help of scientists from Central Food Technological Research Institute (CFTRI). The focus of the programme were slum dwellers who have no access to safe and potable water. The demonstration given by the scientists was easily adopted by them.

• **Method of Pre-serving Food & Vegetable.** It was again organised with collaboration of the scientists of CFTRI.

• **Extensive awareness drive for women** in connection with International women's Day (8th March) celebration.

• **Consumers Awareness Drive** and a training demonstration on finding food adulteration.

**1.2 Nature of Collaboration:** In this section, the collaboration of the institute with other Collaborating Agencies, persons, Central or State government and with its Parent Institution has been discussed.

**1.3 Collaboration with other Agencies:** The institute has been collaborating with various agencies and persons for organising a variety of vocational courses and training programmes. In 1999-2000, for instances, it succeeded in organising 117 skill oriented courses and 21 awareness building activities. Their level of expertise in organising such programmes was acknowledged by JSS Hospital authorities who requested them to organise a training programme for their newly appointed nursing supervisors.

Similarly, in 1998-99, it undertook survey of two slum areas, Alimnagar and Budhwar, where many life enrichment programmes were organised with the help of different agencies. The details of it have been presented in (Table 4.2):

**Table 4.2**

**File of a Nature of Collaboration of the Institute with Other Agencies**

Collaborating Agency/Person	Nature of Collaboration
Local leader Mr. Rahnar Shans	Assured to provide sewing Machine
Local Leader	Provide community Hall for conducting Training
City corporation	Provided sewing machine
Organisation for Development of People	Entrepreneurial Development Programme
Manase Mahila Samaj	Conducting training programmes
Local Leaders	Conducting training programmes
Hiralal Welfare Trust, Structure and shaded Educational Trust, Muslim Employment & Welfare Association	Conducting training programmes
Mommath Educational & Welfare	Conducting training programme and life enrichment training programmes
Local Mahila Samaj & ENEDSA	"
Local Youth Leaders	"
Local Temple Trust	"
Shalini Vidya Sanasthan	"
Local Pura Karmi Ka Sangha	"
Local Mahila Samaj	"
Local School Authorities	"
Local School Authorities	"

The perusa of tab e shows that the focus of these programmes by and arge was on conducting training programmes and life enrichment programmes. It was also observed that collaboration of the institute with other agencies was both of venue, and resources.

**4.1.4 Collaboration with Zilla Saksharta Samiti:** The district of Mysore has completed TLC and PL programmes. The National Literacy Mission authority has accorded sanction to continuing education programme and grants have also been received by ZSS through State Literacy Mission Authority. The institute, has been closely associated with ZSS right from preparing the proposal for continuing education programme. During the course of preparatory work, discussion were held between institutes functionaries, ZSS Secretary and the District Education Officer who, incidentally, were also the members on the Board of Management of the institute.

As the year 2001-002 is the initial year for continuing eduction programme, the ZSS, was focussing on starting and stabilising Continuing Education Programme (CEP) centres and nodal continuing education centres. Target specific programmes have been taken up during the next year. Thus, the institute, during the year, continues to conduct orientation training programme for functionaries working for CE Programme.

Further, apart from running the ten CE centres and one nodal continuing centre, the institution has also chalked out 19 training courses to cover neo literates in different places which includes rural areas.

Likewise in 2001-02, a programme on integration of vocational education at continuing education centre was organised by the institute in grant collaboration with ZSS and SRC for preraks, which was attend by 30 preraks.

Thus, it could be seen that the institute has been closely collaborating with ZSS in the matter of literacy, and continuing education programmes and there meeting are attend by the institute's functionaries.

**4.1.5. Collaboration with Central & State Governments:** The guideline issued by the Ministry of Human Resource Development, clearly States that all the SVP would be in close collaboration with centre and State Governments. Accordingly, they have also proposed their representative in the important committees of the institute like the Board of Management and Executive Committee. Further, the guidelines also clearly states that no important

decision regarding reappropriation of grant would take place in the meeting which is not attended by a member of the Central government. Similarly, the State government also has a representative on their BoM and Executive Committee. All this shows that both Central government as well as the State government are actively involved in the overall functioning and management of these institutions besides contributing financially.

Besides this, even in the matter of selection committees also which is constituted only when it is approved by the Board of Management, where the nominees of central and state governments are present. Thus, it could be stated that the institute works in close collaboration with central and State governments. In the case of the institute, the perusal of annual report shows that their constitution of Board of Management and other important bodies has been as per the guidelines of the Ministry.

**4.1.6 Collaboration with Parent Organisation:** It has already been stated earlier that the institute works under the aegis of JSS Mahavidyapeeth which is a very renowned institution in the field of education and runs about 200 institutions spread out throughout in Karnataka, neighbouring state of Tamil Nadu and in Uttar Pradesh. It extends support to the institute in many areas in its overall functioning. The nature of collaboration of parent body viz. JSS Mahavidyapeetha, extends beyond sharing of venues, personnels and resources, to even granting land to the employees of the institute at a cheaper rate for their residential requirements which could be called by a positive step establishing cordial relationship. Most of the fringe benefits enjoyed by the employees of the institute have also been granted by the parent body which consolidates their relationship. The chairman of the Board of Management (BOM) of the institute is also from its parent body. All this goes on to show that the institute owes a great deal of its success to the support it received by its parent body is JSS Mahavidyapeetha.

**4.1.7 Team Work of the Staff:** The institute has a staff of about thirteen personnel viz. one Director, two programme officers, one assistant programme officers and one assistant computer programme (ACP). The remaining manage the office work. Thus there were four to five academic programme professionals. Thus, it could be stated that the institute has a small team of programme functionaries and administrative staff for instructional purposes. However, there is provision to obtain or acquire the services of resource persons,

on part time basis which was being exploited by the institute to further the cause of surviving the down trodden and deprived section of the society.

The team work of the institute could be called to be of exceptionally high order as each member has been assigned duties which lends perfectly wise the overall working of the institute. The number of collaboration that the institute has succeed in establishing with other agencies also speaks highly of the team work. The other detail of programme functionaries duties nature of supervision etc. have already been discussed earlier.

## **4.2 Evaluation of Programme**

The evaluation of programme covers the following aspects

- (a) Nature and number of courses and activities conducted by the institute,
- (b) Availability of written course contents,
- (c) Extent of theory and practical classes,
- (d) Duration of courses,
- (e) Nature of the examination or tests of learners.
- (f) Introduction of innovative courses, and
- (g) Polyvalency or the life enrichment education.

**4.2.1 Nature & Number of Courses and Activities:** The institute, over the years has been organising a number of programmes. These programmes could be classified as courses, activities and other activities. While activities refer to all awareness related programmes, other activities consists of demonstrations, exhibitions, audio-visual shows, talks, meetings, celebrations, melas, quality of life improvement programmes etc. which it organises. However, the courses refer to only these programmes that involve skills/practical applications that ultimately leads to income generation. Thus the courses could be broadly divided into the following categories:

- (a) leading to skill development,
- (b) leading to skill upgradation,
- (c) literacy linked vocation.

The detail of the number of courses and has already been discussed in the earlier chapters

**4.2.2 Availability of Written Courses Contents:** It was observed that in some courses, the institute also provided written course contents. There were some programme in which only literate beneficiaries could participate as it has some minimum level of qualification prescribed for it. These courses were a mix of both the theory and practical classes. The written material was largely distributed in such courses. In the case of the institute some of

the courses in which the written course content was given were as follows (a) refrigeration and AC mechanics, (b) basic electronics and TV mechanism, (c) computer software fundamentals, (d) drawing and painting, (e) basic electronics and TV mechanism, (f) beautician, (g) computer software fundamentals, (h) graphic arts, (i) Spoken English, (j) Photography, (k) fabric painting, (l) Videography, (m) Screen Printing, (n) High fashion designing, (o) cine and TV makeup, (p) orientation training for staff nurses, (q) P.G Diploma courses, (r) hair style and bridal makeup, and (s) mehendi application.

**4.2.3 Extent of Theory and Practical Classes:** As has already been stated that the institutes organise many vocational courses of different duration that, primarily, intend to cater to the needs of different sections of the society. The duration of these courses range from over six-months, six months, five months four months, three months, two months, one month, less than a month upto less than a week. The detail lay out of the duration of courses has already been presented in previous chapters. However, in the case of the institute, it was found that, the courses that were of one month or more that entailed both practical and theory classes. The courses which were of less than one month duration, the theory was, generally, not discussed only practical sessions took place.

**4.2.4 Duration of Course:** The perusal of annual reports shows that the vocational courses that the institute organises are of different durations, the largest being of more than six months, six months fifth months and so on up to less than a months. There were programmes of less than a week and also of three days to one day. The longer courses are primarily meant for skill development or skill upgradation while courses that are either of one week or less are basically awareness related programme.

If we study the pattern of courses in the institute during the last five years, we find the institute, largely, focussed on two programmes viz. one that were of six months duration and the other being of less than one month duration. Each Programmes accounting for over 25 percent and 36 percent of total programmes. Likewise, these programmes also attracted largest proportion of beneficiaries. Together these two accounted for 67 percent of total beneficiaries. The other two major programmes were of three months and four months duration. The proportion of clientele in these programme was reported 9.0 percent and 13.0 percent respectively.

**4.2.5 Nature of the Examination for Learners** The guide ne also st pu ates that set

the end of each course, the beneficiary may be required to take sample test. Therefore every vocational course ends up with certificate distribution ceremony. However, prior to it, the beneficiaries pursuing different vocational courses are subject to simple test. The test involves beneficiaries skill in theory on writing as well as in practicals also. It was also found that the programme functionaries, during the course of their supervision, also try to access the achievement level of beneficiaries through to its, and the problems they were facing and even try to sort them out.

As the institution organises different vocational training programmes of different durations, it was found that, by and large is all vocational programmes that were either of one month duration or more, contained both theory and practical examinations.

Some of the programme that had both theory and practical sessions in the institute have been summarised in Table 4.3.

**Table 4.3**

**Nature and Pattern of Examinations**

Nature of the Programme	Duration	Theory	Practical
Refrigeration & Air-Conditioning	6 months	√	√
Typing	6 months	-	√
Electrical wiring and Appliances repair	6 months	√	√
Motor rewinding	6 months	√	√
Basic Electronics & TV Mechanics	6 months	√	√
Beautician	6 months	√	√
Two wheelers Mechanism	4 months	-	√
Embroidery	4 months	√	√
Computer Software Fundamental	3 months	√	√
Generator Repairs & Maintenance	3 months	√	√
Colour TV Servicing	3 months	√	√
Electrician Training	3 months	√	√
High Fashion Designing	3 months	√	√
Spoken English	3 months	√	√
Photography	1 month	√	√
Screen Printing	1 month	√	√

**Source :** Field Data.

**4.2.6 Extent of Repetition Courses:** Some of the courses organised by the institute are also repeated, every financial years, however, some of them could even be repeated during the same financial year also. The frequency of their being repeated, in turn, depends upon their demand by the different sections of the society. The profile of some of the courses that were being repeated by the institute has been given below in Table 4.4

**Table 4.4**

**Profile of Programmes that were being Repeated**

Long Duration Programmes	Sl. No.	Short Duration Programmes (Less than One month)
Refrigeration & Air Conditioning	1	Vegetable carving
Drawing & Painting	2	Hairstyle & Bridal Making
Tailoring (Kannada & English)	3	Chat items preparations
Electrical Wiring & Appliances	4	Ice cream preparation
Motor Rewinding	5	North Indian food Preparation
Basic Electronics & TV Mechanics	6	Hair Style
Beautician	7	Mehandi Application
Dress Making	8	Cine and TV Makeup
Two wheeler Mechanics		
Hand knitting		
Embroidery		
Computer Software		
Handicrafts item making		
Generators repairs & maintenance		
Graphic Arts		
Colour TV servicing		
Electrician Training		
More Traditional Art		
Tessal Mirror & Snacking		
High Fashions Designing		
Zari works		
Spoken English		
Ambathi Making		
Photography		
Videography		

Source : Annual Report & Functionary Schedule.

**4.2.7 Introduction Innovative Courses:** The dictionary meaning of the term innovative means to renew, alter or to introduce as some thing new. For eliciting the response in the matter of new courses, the study team had to rely on (a) functionaries and resource persons and (b) the annual reports. The subsequent tells, revealed that the institution every now and then introduced novelty in the already proposed programmes, these novelty were thought about after receiving feeds backs from the field and their marketability. For instances, the institute, earlier had a programme on making of canvas handback, which, of late, has been converted to leather bags programmes. Similarly, the programme on tailoring made way for high fashion designing etc.

The perusal of annual report of the institute shows that in the year 1997-98 the some of the courses introduced as innovative courses were:

- Process of purification of water for drinking purposes,
- Easy method of preserving food and vegetables,
- Drawing and painting course for children,

- (iv) A programme on armature rewinding for women

Summary in 1996-97 some of the new courses taken up by the institute were as follows:

- (i) Cine and Drama make up,
- (ii) Book binding
- (iii) Gift article packing
- (iv) Dharwad Kasuthi
- (v) Leather item making
- (vi) Low cost latrines construction programmes etc.

**4.2.8 Polyvalency:** The guideline clearly states that the institute's programmes would be based on the polyvalent or multi-dimensional approach to adult education. The polyvalent approach attempts to provide knowledge and skills in an integrated manner and is based on the following principles:

- (a) A neo-literate/worker must have continuous access to education and training throughout his life,
- (b) Each of the programme should be a need based one, and
- (c) As the needs vary widely, the programmes have to be (i) diversified, (ii) flexible and (iii) adaptable to varying situation.

Thus, the polyvalent approach takes into account the learning needs, convenience of plan and time for learners and instructors and variety in contents, duration methods and instructional arrangements. The methodology includes theory, practical and fieldwork experience.

The analysis of the profile institutes programmes that all the programmes which consists of courses, activities and other activities are polyvalent in nature as they not only enrich the beneficiaries outlook towards life but also enhance and upgrade their skill. Incidentally these programmes are also need based, flexible characters and adaptable to varying situations. It has already been studied that the beneficiaries are subjected to examination which includes both theory and practical before they are given course completion certificates.



## Evaluation of Collaboration

The evaluation of various aspects of collaboration broadly covers the nature and extent of collaboration, extent and control over courses contents, extent of dependence on collaborating agencies, type of collaborating agencies, the benefits of collaboration and the cost involved.

**3.1 Nature and Extent of Collaboration:** The institute has been organising a number of vocational training programmes with a number of collaborating agencies. These collaborating agencies have been drawn from various sectors of the society such as health, education, industries, welfare, cooperatives, etc. The nature of collaboration have been, at times, of sharing of resources physical as well as non physical, and many times financial. Details of the nature of collaboration has already been discussed earlier. However, the classification of collaborating agency, based on their nature of working, has been given in Table 4.5.

**Table 4.5**

### Classification of Collaborating Agencies

School & College	Shelter House	Trust		Family Plannin
K.S.S. Patashala	Juvenile Home	Camvery Women's Welfare Education Trust		Family Planning Association
Santha Shishunala Shariff High School	State Home for Women	Suthan Shaheed Education Trusts		
Mysore North Education Society		Jyothi Nilaya Social Welfare Trust		
J S S High School V.V Road		Farooquia Education Trust		
Adhyayan School		Vidyavaridhi Education Trust Bilikere		
Nachanahallypalya School				
St. Philomena's College				
Muth	Drama	ZSS	Training Centres	Shop
Adichunchanagiri Muth	Rangayana	Zilla Saksharta Vahini	Cyber Inco Zone computers	ESS GEE ORR C
Mythri Seneshrama Blone				Touch and Glow Parlour
Welfare Society			Others	
Female				
athane	Shalini Mahila Samaja		Youth Hostel	
on Society	Sale Hath Women's Welfare		Karnataka Urban Infrastructure	
	Canvery Women's Welfare		Development and finance Cor	
elopment of	N H Pollya Women's Multi Purpose Co-operative Society		The Camlin Ltd	
	J.S S Sahana		Vasavi Vanitha Sampada	
	K P. Mahila Samaja		MEWA	
	Madeena Mahila Samaja		ENEDSA	
			Shalini Shikshan Samithi	
			Badamakan Muslim Committee	
			Sn M.M Softek Ltd	
			Babu Youth organisation	
			Danioda	
			Zilla Pancyayath Chitradur a &	
			J S S Consultants	
			S R C	

#### **4.3.2 Extent of Control Over Course Contents**

It is true that the institute in the course of organising vocational training programmes, forges alliances with a number of collaborating agencies. The basic objective of this collaboration, perhaps, lies in the fact that a single institution could not or does not have the capacity to organise so many courses to its clientele who primarily come from the disadvantaged section. Thus by entering into collaboration, it brings these professional courses at a single or few places, thereby maximising the coverage. However, the guidelines also strictly prohibit these institutions not to surrender the basic objectives of the institution, in the name of collaboration.

In the case of institute it was observed that through it has entered on collaboration with many professional bodies, the institution was rightly exercising its option over the control on the contents to be taught to the beneficiaries. Further, it was also seen the right of selection of collaborating or aligning partners also rested with the institution, which enabled it to select the right type of course, that had mass acceptance, to be taught. Likewise, on the matter of selection of beneficiaries also the institution enjoyed upper hand.

#### **4.3.3 Extent of Dependence on Collaborating Agencies:**

The success of institution, to a large extent, depends upon the extent to which it succeeds in collaborating with other agencies. Because, it is the number of courses that keeps it vibrant. It is also true that the level of vibrancy would depend upon the level of beneficiaries it attracts. As no single institution can operate in vacuum, it has to enter into collaboration with other institutions.

In the case of the institute, the perusal of annual reports of the last five years shows that dependence on collaborating agencies was quite large. Out of a total of 831 programmes which the institution had organised, during the last five years, a large proportion of them were organised with the active support of collaborating agencies which were drawn from various sectors of the society such as health, education, shelter homes, trusts, prison, family welfare departments, etc. It was also observed that when the institution wanted to introduce some innovative or new courses, that were based on field feedback, it was duly implemented by the collaborating agencies which goes on to establish their high level of mutual understanding and respect for each other as a sign of healthy and vibrant institution.

#### **4.3.4 Type of Collaborating Agencies:**

As has already been discussed earlier that the institution enters into alliances with a number of institutions to provide polyvalency

education to its clientele. These collaborating agencies are working in various sectors of the society. The perusal of types of collaborating agencies that are working with the institute shows that are working in the important field like health, education, welfare, and private organisations. The collaboration is, by and large of sharing venues, and resources which includes both human and non-human. The study of sharing of venue has already been discussed earlier, which shows that over sixty percent of the programmes in Mysore are being organised outside the institution's premises. Similarly, in sharing of resource, it was observed that the collaborating agencies and the institute provided the beneficiaries the necessary material initially, however, it was not replaced further and, at times, caused a lot of discomfort to the beneficiaries.

**4.3.5 Benefits of Collaboration:** The basic purpose of entering into alliances is to derive mutual benefit out of it. The institute also by entering into collaboration with other agencies also gains like their collaborating partners. At times, the problem of space is taken care-off many time by sharing resources both material and non-material, both the partners benefit. However the real beneficiaries, in the whole business of collaboration are the learners or participant who not only get exposure to variety of programmes but also get benefitted by interacting with professionals working in the field.

**4.3.6 Problem Faced:** The question of problem only arises when there is some problem with regards to collaboration, which inturns depends to the extent to which the collaborating institutions interacts. Thus, it could be said in the case of the institute no such problem was evident to the evaluating team.

## **4.4 Evaluation of Monitoring**

In the evaluation of monitoring, an attempt has been made to study the nature and extent of supervision of various programmes, the personnel involved in supervision, nature of supervision of courses conducted in collaboration with other agencies, and other mechanism of monitoring and internal etc.

**4.4.1 Nature and Extent of Supervision of Various Programmes:** The task of supervising the programmes primarily has with programme functionaries of the institute. Their frequency of visits to the centre or venues, where the programmes is going on, as also stipulated. Besides this, the programmes also supervised by the personnel of collaborating

agencies whose resource persons are organising the problem. The details of the nature and extent of supervision of various programmes have already been discussed at great length in the earlier chapters. In addition, it was also observed that the programme functionaries also keep on enquiring from beneficiaries and resource persons about the nature of training and the difficulties they were facing and try to evolve a system or device to tackle it. However, it must be added that on account of strict vigil maintained by the institute, the programmes are being organised so efficiently.

**4.4.2 Personnel Involved in Supervision:** It was observed that every programme functionary was associated with the task of supervising the vocational programme by personally visiting the sites of training. Their frequency, however varied for instances for the Director, it is once every month while for Programme Officers and Assistant Programme Officer it is once in a week. Besides this, the collaborating agencies also supervise the training programme when their resource persons are engaged in imparting training.

**4.4.3 Other Mechanism of Monitoring and Internal Evaluation:** The programme functionaries of the institute in the course of supervision also interact with beneficiaries and discuss and even test out their level of learning. Similarly, the programme functionaries also interact with resource persons to get the feel of how the beneficiaries are responding. Besides this, the evaluating team did not find any other mechanism by which the institution was conducting the internal evaluation.

**4.4.4 Nature of Supervision of Courses conducted in Collaboration with Other Agencies:** The process of supervision of programmes maintained by the institutes has been the same. The task of supervising lies mainly in the hands of programme functionaries and collaborating agencies the detail account of the frequency of visits to training venues has already been discussed in earlier chapters.

**4.4.5 Other Mechanism of Monitoring and Internal Evaluation:** The institute, besides supervision by programme functionaries and resource persons also has a system of internal evaluation, which is in accordance to the rules given in the guidelines. The guideline states that at the end of each course, the beneficiary may be administered a simple test and course certificate may thereafter be awarded. The implicit meaning of which is that all beneficiaries enrolled do not have to undergo simple test, at the end of the course. Thus, those beneficiaries who are administered test, get course completion certificate. The requisite data regarding its quantification were not available in the annual reports.

## Chapter- Five

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### Analysis of Output

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The impact of the performance of the programme is ultimately reflected upon the output. Further, the impact could also be measured in at two levels viz immediate impact and the final or ultimate impact. The immediate impact refers to the achievement of learners in knowledge and skill imparted in various courses organised by the institute, while the ultimate impact refers to the actual use of knowledge and skill acquired by learners and the development that has taken place in the individual and within the community, on account of the use of knowledge and skills.

#### 5.1 Evaluation of Immediate Impact

For studying the immediate impact, attempt has been made to study the level of achievement of learners in the knowledge and skill imparted in various courses organised by the institute.

**5.1.1 Occupational Pattern:** To what extent the learners or the beneficiaries have been successful in acquiring the skill has been measured by studying their occupation pattern because skill development should finally lead to their vocational settlement. Thus, occupation has been taken as a proxy to skill acquisition. Further, the occupations have been classified in the following categories as services, self occupation, no benefit and those figuring in others, where the others category consists of these beneficiaries who did not use their skill for commercial purposes but were utilising it for domestic purposes or were those learners who were students, but hoped to set up their own enterprise after the completion of their studies

The perusal of table shows that of the 111 beneficiaries that the sample contained, 15 beneficiaries, accounting for over 13 percent got employment in service sector while another 40 percent succeeded in setting up their own enterprise. There were another 18 percent of the beneficiaries who claimed to have received no benefit from vocational training while about 35 percent were still in various stages of completing their studies and therefore figured in others categories. Thus, if we look at the sample we can classify the learners, broadly, into

the following classes viz (a) absolute successful (b) partial successful and (c) failure

It could, further, be seen that the programme succeeded in attaining success in over 50 percent cases, partial success in over 36 percent cases while reported absolute failures in about 13.5 percent of the cases. The caste wise pattern shows that the two castes which benefitted most in the absolute success were the General and OBC while the highest incidence of failures were reported from the SC community (Table 5.1).

**Table 5.1**  
**Caste wise Occupation Pattern of Beneficiaries**

Year	Caste	Service	Occupation	No Benefit	Other
1996-97	SC	-	01 (12.5)	-	-
	OBC	01 (20.0)	03 (37.5)	-	-
	General	03 (60.0)	03 (37.5)	01 (100.0)	02 (33.3)
	Muslim	01 (20.0)	01 (12.5)	-	04 (66.7)
	Christian	-	-	-	-
	Total	05 (100.0)	08 (100.0)	01 (100.0)	06 (100.0)
1997-98	SC	01 (20.0)	02 (28.6)	-	-
	OBC	02 (40.0)	-	-	-
	General	01 (20.0)	05 (71.4)	-	06 (75.0)
	Muslim	01 (20.0)	-	-	01 (12.5)
	Christian	-	-	-	01 (12.5)
	Total	05 (100.0)	07 (100.0)	-	08 (100.0)
1998-99	SC	-	01 (8.3)	-	01 (12.5)
	OBC	-	-	01 (25.0)	-
	General	-	08 (66.7)	-	02 (25.0)
	Muslim	-	03 (25.0)	03 (75.0)	05 (62.5)
	Christian	-	-	-	-
	Total	-	12 (100.0)	04 (100.0)	08 (100.0)
1999-2000	SC	-	01 (10.0)	-	01 (25.0)
	OBC	01 (25.0)	03 (30.0)	-	01 (25.0)
	General	03 (75.0)	04 (40.0)	02 (40.0)	-
	Muslim	-	01 (10.0)	03 (60.0)	02 (50.0)
	Christian	-	01 (10.0)	-	-
	Total	04 (100.0)	10 (100.0)	05 (100.0)	04 (100.0)
2000-2001	SC	-	01 (25.0)	02 (40.0)	01 (7.1)
	OBC	-	02 (50.0)	-	02 (14.3)
	General	01 (100.0)	01 (25.0)	01 (20.0)	05 (35.7)
	Muslim	-	-	01 (20.0)	06 (42.9)
	Christian	-	-	01 (20.0)	-
	Total	01 (100.0)	04 (100.0)	05 (100.0)	14 (100.0)
	SC	01 (6.7)	06 (14.6)	02 (13.3)	03 (7.5)
	OBC	04 (26.7)	08 (19.5)	01 (6.7)	03 (7.5)
	General	08 (53.3)	21 (51.2)	04 (26.7)	15 (32.5)
	Muslim	02 (13.3)	05 (12.2)	07 (46.7)	18 (45.0)
	Christian	-	01 (2.4)	01 (6.7)	01 (2.5)
	Grand Total	15 (100.0)	41 (100.0)	15 (100.0)	40 (100.0)

**5.1.2 Gender-wise Pattern of Employment:** After examining the vocational training on the beneficiaries, it also become equally important to know who benefitted the most, in terms of occupational settlement. The study of gender-wise employment shows that in all there were a total of 56 beneficiaries who succeeded

employment either on their own or were in service sector which primarily consisted of service sector. It shows that about 41 beneficiaries, accounting to over 73 percent, had opted for self-employment and 15 or over 26 percent successful in getting employment in service sector. The overwhelming majority of learners going for self employment reflects the entrepreneurial talent which may be attributed to the vocational training program they underwent in the institute.

The gender-wise comparison shows that the females were the largest group (over 66 percent) who had preferred self-employment, avocation while the males lead (over 33 percent) in service sector. However, the study of inter-caste shows that the learners of General Caste were the highest (over 51 percent) beneficiaries in self employment followed by OBC (over 19 percent). In the services category once again beneficiaries of General Category stole the show (over 53 percent) while OBC beneficiaries, once again, figured second with an over all representation of over 23 percent (Table 5.2).

**Table 5.2**

**Caste & Year-wise Pattern of Employment among Beneficiaries**

Year	Caste	Self Employment		
		M	F	T
1996-97	SC	-	01 (16.7)	01 (12.5)
	OBC	01 (50.0)	02 (33.3)	03 (37.5)
	General	01 (50.0)	02 (33.3)	03 (37.5)
	Muslim	-	01 (16.7)	01 (12.5)
	Christian	-	-	-
	Total	02 (100.0)	06 (100.0)	08 (100.0)
1997-98	SC	-	02 (66.7)	02 (28.6)
	OBC	-	-	-
	General	04 (100.0)	01 (33.3)	05 (71.4)
	Muslim	-	-	-
	Christian	-	-	-
	Total	04 (100.0)	03 (100.0)	07 (100.0)
1998-99	SC	-	01 (10.0)	01 (8.3)
	OBC	-	-	-
	General	02 (100.0)	06 (60.0)	08 (66.7)
	Muslim	-	03 (30.0)	03 (25.0)
	Christian	-	-	-
	Total	02 (100.0)	10 (100.0)	12 (100.0)
1999-00	SC	-	01 (14.3)	01 (10.0)
	OBC	01 (33.3)	02 (28.6)	03 (30.0)
	General	02 (66.7)	02 (28.6)	04 (40.0)
	Muslim	-	01 (14.3)	01 (10.0)
	Christian	-	01 (14.3)	01 (10.0)
	Total	03 (100.0)	07 (100.0)	10 (100.0)
2000-01	SC	-	01 (25.0)	01 (25.0)
	OBC	-	02 (50.0)	02 (50.0)
	General	-	01 (25.0)	01 (25.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	-	04 (100.0)	04 (100.0)
	SC	-	06 (20.0)	06 (20.0)
	OBC	02 (18.2)	06 (20.0)	08 (19.5)
	General	09 (81.8)	12 (40.0)	21 (51.2)
	Muslim	-	05 (16.7)	05 (12.2)
	Christian	-	01 (3.3)	01 (2.4)
	Grand Total	11 (100.0)	30 (100.0)	41 (100.0)

Table 5.2

Year	Caste	M	F	T
1996-97	SC	-	-	-
	OBC	-	01 (25.0)	01 (20.0)
	General	01 (100.0)	02 (50.0)	03 (60.0)
	Muslim	-	01 (25.0)	01 (20.0)
	Christian	-	-	-
1997-98	Total	01 (100.0)	04 (100.0)	05 (100.0)
	SC	01 (50.0)	-	01 (20.0)
	OBC	01 (50.0)	01 (33.3)	02 (40.0)
	General	-	01 (33.3)	01 (20.0)
	Muslim	-	01 (33.3)	01 (20.0)
1998-99	Christian	-	-	-
	Total	02 (100.0)	03 (100.0)	05 (100.0)
	SC	-	-	-
	OBC	-	-	-
	General	-	-	-
1999-00	Muslim	-	-	-
	Christian	-	-	-
	Total	-	-	-
	SC	-	-	-
	OBC	01 (50.0)	-	01 (25.0)
2000-01	General	01 (50.0)	02 (100.0)	03 (75.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	02 (100.0)	02 (100.0)	04 (100.0)
	SC	-	-	-
1997-98	OBC	-	-	-
	General	01 (100.0)	-	01 (100.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	01 (100.0)	-	01 (100.0)
1998-99	SC	01 (16.7)	-	01 (6.7)
	OBC	02 (33.3)	02 (22.2)	04 (26.7)
	General	03 (50.0)	05 (55.6)	08 (53.5)
	Muslim	-	02 (22.2)	02 (13.3)
	Christian	-	-	-
1999-00	Grand Total	06 (100.0)	09 (100.0)	15 (100.0)
Year	Caste	Total		
		M	F	T
1996-97	SC	-	01 (10.0)	01 (7.7)
	OBC	01 (33.3)	03 (30.0)	04 (30.7)
	General	02 (66.7)	04 (40.0)	06 (46.2)
	Muslim	-	02 (20.0)	02 (15.4)
	Christian	-	-	-
1997-98	Total	03 (100.0)	10 (100.0)	13 (100.0)
	SC	01 (16.7)	02 (33.3)	03 (25.0)
	OBC	01 (16.7)	01 (16.7)	02 (16.7)
	General	04 (66.7)	02 (33.3)	06 (50.0)
	Muslim	-	01 (16.7)	01 (50.0)
1998-99	Christian	-	-	-
	Total	06 (100.0)	06 (100.0)	12 (100.0)
	SC	-	01 (10.0)	01 (8.3)
	OBC	-	-	-
	General	02 (100.0)	06 (60.0)	08 (66.7)
1999-00	Muslim	-	03 (30.0)	03 (25.0)
	Christian	-	-	-
	Total	02 (100.0)	10 (100.0)	12 (100.0)
	SC	-	01 (11.1)	01 (7.1)
	OBC	02 (40.0)	02 (22.2)	04 (28.6)
1999-00	General	03 (60.0)	04 (44.4)	07 (50.0)
	Muslim	-	01 (11.1)	01 (7.1)
	Christian	-	01 (11.1)	01 (7.1)
	Total	05 (100.0)	09 (100.0)	14 (100.0)

Table



2000-01	SC	-	01 (25.0)	01 (20.0)
	OBC	-	02 (25.0)	02 (44.0)
	General	01 (100.0)	01 (25.0)	02 (40.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	01 (100.0)	04 (100.0)	05 (100.0)
	SC	01 (5.9)	06 (15.4)	07 (12.5)
	OBC	04 (23.5)	08 (20.5)	12 (21.4)
	General	12 (70.6)	17 (43.6)	29 (51.8)
	Muslim	-	07 (17.9)	07 (12.5)
	Christian	-	01 (2.6)	01 (1.8)
	Grand Total	17 (100.0)	39 (100.0)	56 (100.0)

**5.1.3 Pattern of Credit Lending:** It has been unanimously accepted that credit holds an important key to rapid industrialisation. For credit lending, there are various institutions set-up by the government, to help the up coming entrepreneurs and also save them from getting exploited from traditional lenders. The study has so far examined that there were 41 beneficiaries or learners, accounting to about 37 percent of the total who had opted for setting up their own enterprise. And it was also shown that the proportion of females in this category was unduly large. However, despite all this, the level in the self employment category could not be called to be high. An attempt has, therefore, been made to study the sources of credit lending.

The sources have been classified as government assistance, in which financial institution both commercial and comparative figure; friend, and relatives and moneylenders. The perusal of the table shows that of the total of 41 beneficiaries who had opted for setting up their own enterprise, 34 of them, accounting to over 82 percent had borrowed money from their friends and relatives and hardly 15 percent of the total beneficiaries had sought government assistance. The sample also contained around 2.4 percent of the beneficiaries who had sought financial assistance from traditional money lenders.

Similarly, the inter-caste study shows that beneficiaries from General Caste had obtained maximum assistance from all the three sources while beneficiaries from Scheduled Caste had relied on two sources viz. friends/relatives and government assistance. The learners from OBC and Muslims only depended on friends/relatives.

The analysis clearly shows that in the field of lending, the governments role was still at a very low level. The field was being dominated by friends/relatives who have limited capacity to finance. Therefore, if self entrepreneurship has to be given a boost, the role of government needs to be redefined (Table 5.3).

Tab e 5 3

## Profile of the Sources of Credit Lending

Year	Caste	Govt. Assistance	Friend Relative	Money Lender	Total
1996-97,	SC	-	-	-	-
	OBC	-	02(28.6)	-	02(25.0)
	General	01 (100.0)	02(28.6)	-	03(37.5)
	Muslim	-	03(42.8)	-	03(37.5)
	Christian	-	-	-	-
	Total	01 (100.0)	07(100.0)	-	08(100.0)
1997-98	SC	-	03 (42.8)	-	03 (33.3)
	OBC	-	-	-	-
	General	02 (100.0)	02 (28.6)	-	04 (44.4)
	Muslim	-	02 (28.6)	-	02 (22.2)
	Christian	-	-	-	-
	Total	02 (100.0)	07 (100.0)	-	09 (100.0)
1998-99	SC	-	-	-	-
	OBC	-	-	-	-
	General	02 (100.0)	05 (83.3)	-	07 (87.5)
	Muslim	-	01 (16.7)	-	01 (12.5)
	Christian	-	-	-	-
	Total	02 (100.0)	06 (100.0)	-	08 (100.0)
1999-2000	SC	-	-	-	-
	OBC	-	04 (36.4)	-	04 (33.3)
	General	-	03 (27.3)	01 (100.0)	04 (33.3)
	Muslim	-	04 (36.4)	-	04 (33.3)
	Christian	-	-	-	-
	Total	-	11 (100.0)	01 (100.0)	12 (100.0)
2000-2001	SC	01 (100.0)	01 (33.3)	-	02 (50.0)
	OBC	-	-	-	-
	General	-	02 (66.7)	-	02 (50.0)
	Muslim	-	-	-	-
	Christian	-	-	-	-
	Total	01 (100.0)	03 (100.0)	-	04 (100.0)
	SC	01 (16.7)	04 (11.8)	-	05 (12.2)
	OBC	-	06 (17.6)	-	06 (14.6)
	General	05 (83.3)	14 (41.2)	01 (100.0)	20 (48.8)
	Muslim	-	10 (29.4)	-	10 (24.4)
	Christian	-	-	-	-
	Grand Total	06 (100.0)	34 (100.0)	01 (100.0)	41 (100.0)

**5.1.4 Pattern & Incidence of Failures:** The study has clearly shown that of the 1 beneficiaries, there was 56 cases or over 50 percent of the total who could be te successful ones, however, the remaining 55 beneficiaries who could not get reliable bracketed as the unsuccessful ones. The study has also tried looked into the nature failures in the previous chapters. It was observed that all of them could not be br a complete failure block as a majority of them cover 36 percent could not suc use they did not get the loan facility, another 20 percent of the beneficiaries were ut skill for domestic purpose and not commercial, while the other 15 percent were st intend to set up their own enterprise once they complete their studies. Thu. ence of complete failure was merely around 10 percent.

In the light of above observation it is argued that a sizeable of 'lost cases' could be retrieved if there is suitable orientation in the policy of the institution. This could be achieved only if the institute, collaborating agencies and financial institution strike a better coordination. It should also be remembered that the task of the institute should not only remain confined to providing technical vocation but it should also ensure that these beneficiaries get duly rehabilitated, at least in the initial phase of their settlement. It is good that the area of operation of the institute's has now expanded to rural segment also however if the problem of beneficiaries, not succeeding, remain unattended, the same story would get repeated. Therefore, emphasis on both areas needs to be given.

## **5.2 Evaluation of Ultimate Impact**

The ultimate impact, as has already been stated earlier, refers to the actual use of knowledge and skills by the beneficiaries and the development that has taken place in the individual and within the community. An attempt has, therefore, been made to study the following aspect (a) change in the life study of the individuals and family, (b) impact of skill upgradation on income levels, and (c) pattern of employment.

**5.2.1 Pattern of Employment:** The pattern of employment of the beneficiaries has already been discussed at great length in previous chapter. However it must be said that though the absolute success rate of the institute was about 50 percent however, partial failure attributed another 40 percent while absolute failure was estimated to be about 10 percent. Further, the cases of partial failures need to be looked again as they could be revived back and rehabilitated through suitable and appropriate policy interventions. However, in absolute failure cases, the institute needs to look back into its policy of recruitment and introduce some measure to ensure that the beneficiaries, who join, have certain minimum level of qualification and understanding. Another way could be that the beneficiaries first are inducted in awareness programmes of shorter duration and then to the vocational courses.

**5.2.2 Life Style Pattern of Beneficiaries:** One of the prime objectives of vocational programmes is to provide the beneficiaries the skills that help them to improve their socio-economic status. To what extent this has been achieved, has also been attempted. For studying the change in socio-economic status, a set of 56 beneficiaries, who had successfully rehabilitated after receiving the training, were selected. The prime reason for selecting them

was the presumption that as the money would arrive their economy would improve. These successful beneficiaries were addressed a set of question pertaining to their socio-economic conditions. The answers received were classified broadly into five heads: viz. (a) improvement in the living standard, (b) improvement in social contacts, (c) opportunity to work with NGO, (d) access to government improved and (e) enhancement in prestige.

The perusal of the table shows that all the 56 beneficiaries agreed that there has been an improvement in their social contacts, over 91 percent also claimed to have improvement in their living standards. Besides this, 25 percent of the beneficiaries also agreed that there has been an improvement in their prestige while about 9 percent of the beneficiaries feel that their approach or access to government has improved.

The caste-wise analysis of the beneficiaries shows that the General Caste beneficiaries have benefited the most whether it is in the field of improvement in the social contact, living standard, enhancement in the prestige or access to government. The second caste that has benefited from the programme has been that of OBC while the least benefitted caste group has been that of Christian community (Table 5.4)

**Table 5.4**

**Impact of Programme on Socio-Economic Conditions of Beneficiaries**

Year	Caste	Improvement in Living Standard		
		M	F	T
1996-97	SC	-	01 (12.5)	01 (9.1)
	OBC	01 (33.3)	03 (37.5)	04 (36.4)
	General	02 (66.7)	04 (50.0)	06 (54.5)
	Muslim	-	-	-
	Christian	-	-	-
	Total	03 (100.0)	08 (100.0)	11 (100.0)
1997-98	SC	01 (16.7)	02 (33.3)	03 (25.0)
	OBC	01 (16.7)	01 (16.7)	02 (16.7)
	General	04 (66.7)	02 (33.3)	06 (50.0)
	Muslim	-	01 (16.7)	01 (8.3)
	Christian	-	-	-
	Total	06 (100.0)	06 (100.0)	12 (100.0)
1998-99	SC	-	01 (12.5)	01 (10.0)
	OBC	-	-	-
	General	02 (100.0)	06 (75.0)	08 (80.0)
	Muslim	-	01 (12.5)	01 (10.0)
	Christian	-	-	-
	Total	02 (100.0)	08 (100.0)	10 (100.0)
1999-00	SC	-	01 (12.5)	01 (7.7)
	OBC	02 (40.0)	02 (25.0)	04 (30.8)
	General	03 (60.0)	04 (50.0)	07 (53.8)
	Muslim	-	-	-
	Christian	-	01 (12.5)	01 (7.7)
	Total	05 (100.0)	08 (100.0)	13 (100.0)
2000-01	SC	-	01 (25.0)	01 (20.0)
	OBC	-	02 (50.0)	02 (40.0)
	General	01 (100.0)	01 (25.0)	02 (40.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	01 (100.0)	04 (100.0)	05 (100.0)

Table 5.4 Contd.

	SC	01 5 9	06 17 6	07 13 7
	OBC	04 23 5	08 23 5	12 23 5
	General	12 0 6	17 50 0	29 56 9
	Muslim		02 5 9	02 3 9
	Christian	-	01 (3.0)	01 (2.0)
	Grand Total	17 (100.0)	34 (100.0)	51 (100.0)
Year	Caste	Improvement in Social Contacts		
		M	F	T
1996-97	SC	-	01 (10.0)	01 (7.7)
	OBC	01 (33.3)	03 (30.0)	04 (30.8)
	General	02 (66.7)	04 (40.0)	06 (46.1)
	Muslim	-	02 (20.0)	02 (15.4)
	Christian	-	-	-
	Total	03 (100.0)	10 (100.0)	13 (100.0)
1997-98	SC	01 (16.7)	02 (33.3)	03 (25.0)
	OBC	01 (16.7)	01 (16.7)	02 (16.7)
	General	04 (66.7)	02 (33.3)	06 (50.0)
	Muslim	-	01 (16.7)	01 (8.3)
	Christian	-	-	-
	Total	06 (100.0)	06 (100.0)	12 (100.0)
1998-99	SC	-	01 (10.0)	01 (8.3)
	OBC	-	-	-
	General	02 (100.0)	06 (60.0)	08 (66.7)
	Muslim	-	03 (30.0)	03 (25.0)
	Christian	-	-	-
	Total	02 (100.0)	10 (100.0)	12 (100.0)
1999-00	SC	-	01 (11.1)	01 (7.1)
	OBC	02 (40.0)	02 (22.2)	04 (28.6)
	General	03 (60.0)	04 (44.4)	07 (50.0)
	Muslim	-	01 (11.1)	01 (7.1)
	Christian	-	01 (11.1)	01 (7.1)
	Total	05 (100.0)	09 (100.0)	14 (100.0)
2000-01	SC	-	01 (25.0)	01 (20.0)
	OBC	-	02 (50.0)	02 (40.0)
	General	01 (100.0)	01 (25.0)	02 (40.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	01 (100.0)	04 (100.0)	05 (100.0)
	SC	01 (5.9)	06 (15.4)	07 (12.5)
	OBC	04 (23.5)	08 (20.5)	12 (21.4)
	General	12 (70.6)	17 (43.6)	29 (51.8)
	Muslim	-	07 (17.9)	07 (12.5)
	Christian	-	01 (2.6)	01 (1.8)
	Grand Total	17 (100.0)	39 (100.0)	56 (100.0)
Year	Caste	Got Opportunity to Work with NGO		
		M	F	T
1996-97	SC	-	-	-
	OBC	-	-	-
	General	-	-	-
	Muslim	-	-	-
	Christian	-	-	-
	Total	-	-	-
1997-98	SC	01 (100.0)	-	01 (33.3)
	OBC	-	01 (50.0)	01 (33.3)
	General	-	-	-
	Muslim	-	01 (50.0)	01 (33.3)
	Christian	-	-	-
	Total	01 (100.0)	02 (100.0)	03 (100.0)
1998-99	SC	-	-	-
	OBC	-	-	-
	General	-	-	-
	Muslim	-	-	-
	Christian	-	-	-
	Total	-	-	-
1999-00	SC	-	-	-
	OBC	-	01 (50.0)	01 (50.0)
	General	-	01 (50.0)	01 (50.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	-	02 (100.0)	02 (100.0)

Table

2000-01	SC	01 (100.0)	-	01 (16.7)
	OBC	-	02 (40.0)	02 (33.3)
	General	-	02 (40.0)	02 (33.3)
	Muslim	-	01 (20.0)	01 (16.7)
	Christian	-	-	-
	Total	01 (100.0)	05 (100.0)	06 (100.0)
	SC	-	-	-
	OBC	-	01 (50.0)	01 (33.3)
	General	01 (100.0)	01 (50.0)	02 (66.7)
	Muslim	-	-	-
	Christian	-	-	-
	Grand Total	01 (100.0)	02 (100.0)	03 (100.0)
Year	Caste	Access to Government Improved		
		M	F	T
1996-97	SC	-	-	-
	OBC	-	-	-
	General	-	01 (100.0)	01 (100.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	-	01 (100.0)	01 (100.0)
1997-98	SC	-	-	-
	OBC	-	-	-
	General	-	-	-
	Muslim	-	-	-
	Christian	-	-	-
	Total	-	-	-
1998-99	SC	-	-	-
	OBC	01 (100.0)	-	01 (100.0)
	General	-	-	-
	Muslim	-	-	-
	Christian	-	-	-
	Total	01 (100.0)	-	01 (100.0)
1999-00	SC	-	-	-
	OBC	-	-	-
	General	-	-	-
	Muslim	-	-	-
	Christian	-	-	-
	Total	-	-	-
2000-01	SC	-	-	-
	OBC	01 (50.0)	01 (33.3)	02 (40.0)
	General	01 (50.0)	02 (66.7)	03 (60.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	02 (100.0)	03 (100.0)	05 (100.0)
	SC	-	01 (50.0)	01 (50.0)
	OBC	-	-	-
	General	-	-	-
	Muslim	-	01 (50.0)	01 (50.0)
	Christian	-	-	-
	Grand Total	-	02 (100.0)	02 (100.0)
Year	Caste	Prestige Enhanced		
		M	F	T
1996-97	SC	-	-	-
	OBC	01 (100.0)	-	01 (100.0)
	General	-	-	-
	Muslim	-	-	-
	Christian	-	-	-
	Total	01 (100.0)	-	01 (100.0)
1997-98	SC	-	01 (33.3)	01 (25.0)
	OBC	-	-	-
	General	01 (100.0)	02 (66.7)	03 (75.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	01 (100.0)	03 (100.0)	04 (100.0)

Table

1998-99	SC	-	01(33.3)	01 (25.0)
	OBC	-	-	-
	General	01 (100.0)	02 (66.7)	03 (75.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	01 (100.0)	03 (100.0)	04 (100.0)
1999-00	SC	-	01 (50.0)	01 (33.3)
	OBC	01 (100.0)	01 (50.0)	02 (66.7)
	General	-	-	-
	Muslim	-	-	-
	Christian	-	-	-
	Total	01 (100.0)	02 (100.0)	03 (100.0)
2000-01	SC	-	-	-
	OBC	-	02 (66.7)	02 (50.0)
	General	01 (100.0)	01 (33.3)	02 (50.0)
	Muslim	-	-	-
	Christian	-	-	-
	Total	01 (100.0)	03 (100.0)	04 (100.0)
	SC	-	03 (30.0)	03 (21.4)
	OBC	02 (50.0)	03 (30.0)	05 (35.7)
	General	02 (50.0)	03 (30.0)	05 (35.7)
	Muslim	-	01 (10.0)	01 (7.1)
	Christian	-	-	-
	Grand Total	04 (100.0)	10 (100.0)	14 (100.0)

### 5.2.3 Literacy and Development Pattern: As we know that one of the basic purpose

of vocational programmes organised by the institutes is to help the beneficiaries to develop, upgrade their skills. It is also presumed that, in course of learning, their literacy status would also improve because a good proportion of their clientele is neo-literates provided by Zilla Saksharta Samiti. An attempt has therefore, been made to study whether there is any relationship between their literacy level, skill development and socio-economic status. For understanding the economic status, the per annum income level of the beneficiaries has been accepted as the proxy to it. The income level have been divided into five distinct categories. The first being the income level upto Rs. 5000; then Rs 5001 to 11,499; the third being Rs 11500 to 20,000; fourth Rs. 20,001 to Rs. 50,000 and finally Rs. 50,000 and above.

The study of the table shows that in the total sample of 56 successful beneficiaries, about 21 percent of the beneficiaries earned yearly income upto Rs 5,000 only, another 21 percent had annual income between Rs. 5001 to Rs 11,499 while there were about 16 percent of the beneficiaries who per annum earning ranged between Rs. 15,001 to Rs 20,000. Further about 32 percent of the beneficiaries annum Rs. 20,001 to 50,000 and remaining about 9 percent of the beneficiaries annual income exceeded Rs. 50,000 mark. The study also shows that over 53 percent of the beneficiaries educational level was from 8<sup>th</sup> to 12<sup>th</sup> class and another 27 percents educational level exceeded 12<sup>th</sup>. Together these two groups accounted for more than 80 percent of the total. Similarly, if we examine each of the

groups of various income levels we find that the highest proportion of beneficiaries had educational level between 8th and 12<sup>th</sup> classes. In other words it is that educational level, was not responsible for their socio-economic development. Upward socio-economic mobility was, largely, on account of their high level of education.

Likewise, the inter caste analysis shows that the major beneficiaries of the programme has been, from, General Caste category followed by OBC and Muslim. Beneficiaries from SC were observed to have least benefited (Table 5.5).

**Table 5.5**

**Literacy Level and Development Pattern**

Caste	Upto 5,000				
	Literate	Upto 8 <sup>th</sup>	8 <sup>th</sup> to 12 <sup>th</sup>	12 <sup>th</sup> above	Tech Prof
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	-	01 (100.0)
Muslim	01 (100.0)	-	-	-	-
Christian	-	-	-	-	-
Total	01 (100.0)	-	-	-	01 (100.0)
SC	-	-	02 (100.0)	01 (100.0)	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	02 (100.0)	01 (100.0)	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	03 (100.0)	-	-
Muslim	-	-	-	01 (100.0)	-
Christian	-	-	-	-	-
Total	-	-	03 (100.0)	01 (100.0)	-
SC	-	-	01 (100.0)	-	-
OBC	-	-	-	-	-
General	-	02 (100.0)	-	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	02 (100.0)	01 (100.0)	-	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	-	-	-
SC	-	-	03 (50.0)	01 (50.0)	-
OBC	-	-	-	-	-
General	-	02 (100.0)	03 (50.0)	-	01 (100.0)
Muslim	01 (100.0)	-	-	01 (50.0)	-
Christian	-	-	-	-	-
Grand Total	01 (100.0)	02 (100.0)	06 (100.0)	02 (100.0)	01 (100.0)

Table 5



Caste	5,001 to 11,499				
	Literate	Upto 8th	8 <sup>th</sup> to 12 <sup>th</sup>	12 <sup>th</sup> above	Tech. Prof
SC	-	-	-	-	-
OBC	-	-	02 (100.0)	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	02 (100.0)	-	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	01 (100.0)	-
Muslim	-	-	01 (100.0)	-	-
Christian	-	-	-	-	01 (100.0)
Total	-	-	01 (100.0)	01 (100.0)	01 (100.0)
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	01 (33.3)	01 (100.0)	-	-
Muslim	-	02 (66.7)	-	-	-
Christian	-	-	-	-	-
Total	-	03 (100.0)	01 (100.0)	-	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	01 (33.3)	-	-
Muslim	-	-	02 (66.7)	-	-
Christian	-	-	-	-	-
Total	-	-	03 (100.0)	-	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	-	-	-
SC	-	-	-	-	-
OBC	-	-	02 (28.6)	01 (100.0)	-
General	-	01 (33.3)	03 (42.9)	-	-
Muslim	-	-	-	-	-
Christian	-	02 (66.7)	02 (28.5)	-	01 (100.0)
Grand Total	-	03 (100.0)	07 (100.0)	01 (100.0)	01 (100.0)
Caste	11,500 to 20,000				
	Literate	Upto 8th	8 <sup>th</sup> to 12 <sup>th</sup>	12 <sup>th</sup> above	Tech. Prof
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	01 (100.0)	-	-
Muslim	-	01 (100.0)	-	-	-
Christian	-	-	-	-	-
Total	-	01 (100.0)	01 (100.0)	-	-
SC	-	-	-	-	-
OBC	-	-	01 (100.0)	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	01 (100.0)	-	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	01 (100.0)	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	-	01 (100.0)	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	02 (50.0)	-	-
Muslim	-	-	02 (50.0)	-	-
Christian	-	-	-	-	-
Total	-	-	04 (100.0)	-	-

Table 5

SC					
OBC	-	-	-	-	-
General	-	-	-	01 (100.0)	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	-	01 (100.0)	-
SC	-	-	-	-	-
OBC	-	-	03 (50.0)	-	-
General	-	-	03 (50.0)	02 (100.0)	-
Muslim	-	01 (100.0)	-	-	-
Christian	-	-	-	-	-
Grand Total	-	01 (100.0)	06 (100.0)	02 (100.0)	-
Caste	20,001 to 50,000				
	Literate	Upto 8th	8 <sup>th</sup> to 12 <sup>th</sup>	12 <sup>th</sup> above	Tech. Prof
SC	-	-	-	01 (50.0)	-
OBC	-	-	01 (33.3)	-	-
General	-	-	02 (66.7)	01 (50.0)	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	03 (100.0)	02 (100.0)	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	02 (100.0)	01 (100.0)	01 (100.0)
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	02 (100.0)	01 (100.0)	01 (100.0)
SC	-	-	-	01 (33.3)	-
OBC	-	-	-	-	-
General	-	-	-	02 (66.7)	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	-	03 (100.0)	-
SC	-	-	-	-	-
OBC	-	-	01 (50.0)	-	-
General	-	-	01 (50.0)	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	02 (100.0)	-	-
SC	-	-	-	01 (33.3)	-
OBC	-	-	-	02 (66.7)	-
General	-	-	01 (100.0)	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	01 (100.0)	03 (100.0)	-
SC	-	-	-	03 (33.3)	-
OBC	-	-	02 (25.0)	02 (22.2)	-
General	-	-	06 (75.0)	04 (44.4)	01 (100.0)
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Grand Total	-	-	08 (100.0)	09 (100.0)	01 (100.0)
Caste	50,000 to above				
	Literate	Upto 8th	8 <sup>th</sup> to 12 <sup>th</sup>	12 <sup>th</sup> above	Tech. Prof
SC	-	-	-	-	-
OBC	-	-	01 (50.0)	-	-
General	-	-	01 (50.0)	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	02 (100.0)	-	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	01 (100.0)	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	01 (100.0)	-	-

Table 5

SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	-	-	-
SC	-	-	-	-	-
OBC	-	-	-	01 (100.0)	-
General	-	-	-	-	01 (100.0)
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	-	01 (100.0)	01 (100.0)
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	-	-	-
SC	-	-	-	-	-
OBC	-	-	01 (33.3)	01 (100.0)	-
General	-	-	02 (66.7)	-	01 (100.0)
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Grand Total	-	-	03 (100.0)	01 (100.0)	01 (100.0)
Caste	Total				
	Literate	Upto 8th	8 <sup>th</sup> to 12 <sup>th</sup>	12 <sup>th</sup> above	Tech. Prof
SC	-	-	-	01 (50.0)	-
OBC	-	-	04 (50.0)	-	-
General	-	-	04 (50.0)	01 (50.0)	01 (100.0)
Muslim	01 (100.0)	01 (100.0)	-	-	-
Christian	-	-	-	-	-
Total	01 (100.0)	01 (100.0)	08 (100.0)	02 (100.0)	01 (100.0)
SC	-	-	02 (28.6)	01 (33.4)	-
OBC	-	-	01 (14.3)	01 (33.3)	-
General	-	-	04 (57.1)	01 (33.3)	01 (50.0)
Muslim	-	-	-	-	01 (50.0)
Christian	-	-	-	-	-
Total	-	-	07 (100.0)	03 (100.0)	02 (100.0)
SC	-	-	-	01 (20.0)	-
OBC	-	-	-	-	-
General	-	01 (33.3)	04 (100.0)	03 (60.0)	-
Muslim	-	02 (66.7)	-	01 (20.0)	-
Christian	-	-	-	-	-
Total	-	03 (100.0)	04 (100.0)	05 (100.0)	-
SC	-	-	01 (10.0)	-	-
OBC	-	-	03 (30.0)	01 (100.0)	-
General	-	02 (100.0)	04 (40.0)	-	01 (100.0)
Muslim	-	-	02 (20.0)	-	-
Christian	-	-	-	-	-
Total	-	02 (100.0)	10 (100.0)	01 (100.0)	01 (100.0)
SC	-	-	-	01 (25.0)	-
OBC	-	-	-	02 (50.0)	-
General	-	-	01 (100.0)	01 (25.0)	-
Muslim	-	-	-	-	-
Christian	-	-	-	-	-
Total	-	-	01 (100.0)	04 (100.0)	-
SC	-	-	03 (10.0)	04 (26.7)	-
OBC	-	-	08 (26.7)	04 (26.7)	-
General	-	03 (50.0)	17 (56.7)	06 (40.0)	03 (75.0)
Muslim	01 (100.0)	03 (50.0)	02 (6.7)	01 (6.7)	01 (25.0)
Christian	-	-	-	-	-
Grand Total	01 (100.0)	06 (100.0)	30 (100.0)	15 (100.0)	04 (100.0)

# Chapter- Six

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## Conclusion and Suggestions

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The analysis of the institution has been attempted in three stages, as per the guidelines. In the first stage, evaluation of input was attempted. The input comprised of both human and non human inputs. In the human input the performance of programme functionaries, resource persons and beneficiaries was attempted. In the second stage the evaluation of through put was attempted while the third phase consisted of evaluation of output. The other detail of these stages have been outlined in earlier chapters. It was found that, by and large, the performance of all of them was of exceptionally high order. However, in the case of non-human input the institution suffered on the following areas.

### 6.1 Venue of Training

The institution, in the course of organising the vocational training, utilised the venues that were located inside the institute's premises and out the institutes premises by outside venues means extension programme venues. It was found that 'in house' training programme, the courses that culminated could be restarted however, for outside venues the problem was that once the course got completed, it could not be re-started immediately. In some occasion, it was observed for venues, located 'outside', especially the extension programmes, that when the training of a particular trade got completed, no training of any other trade could be held for quite some time despite its demand.

Further, the courses that were being organised 'in house' venue could be repeated however, for 'outside' venues, the courses got seldom repeated as a result of which many prospective learners were deprived of it benefits. Therefore, it is suggested that in organising programme outside its premises, the institution should strike party with courses and care should be taken to ensure that there occurs no breakage in the courses organised there. This could be taken care off if the programmes are chalked out will in advance and strict vigil is maintained during its implementation. Likewise, the programme should also be repeated at outside venues, if the demand for it persists so that other learners could also benefit from it

6.2      **Prob em of Commuting**

It was also observed that a large number of learners were commuting to the training venues private hired vehicles, which was proving to be a costly affairs for them. As many of the outside venues were located at distant places, where they could reach on public transport like city buses. It is therefore suggested that provision should be made by the institution to provide monthly bus passes to the learners and for this the institution has to collaborate with city transport office, or its organisation. Further, it was also observed that in some cases the vocational programmes that were being organised at collaborating agencies venue or were at the extension centres, these venues were located at far off distant places, which learners from other places found it difficult to reach. By providing public transport coverage, not only the problem of commuting will be taken care off, but the programmes scope and coverage would improve handsomely.

It was also found that the vehicle provided to the institute has gone beyond the repair stage and at present they do not have any vehicle of their own. On account of this, often the supervision of the programmes organised at outside venues suffers, which may effect the performance of the programmes It was observed that there were many programmes that were being held both inside and outside the campus premises. The timing of these programmes also varied as some were being organised in the morning, some in the after and others in the evening. The programmes functionaries were required to supervise them Though the programme functionaries were utilising their own conveyances, however it was proving to be a bit difficult for them to constantly keep vigil on all programmes simultaneously. However, the level of supervision could substantially improve if the institution's vehicle is immediately replaced. The institute's reach, in the case, would also enhance.

6.3      **Duration of Courses**

The analysis also revealed that the vocational programmes organised that the courses were of various durations which ranged from more than six months to less than a month and even of three to five days duration. For understanding, they could be classified as

er long term courses	Long term courses	Short term courses	Very short term course
fore than six months uration	Two to six month duration	One month and more duration	Less than a month duration

It was observed that the long term courses were generally of technical nature and the institute has also subscribed minimum qualification to it. These programmes include TV/Radio/Refrigeration and AC maintenance, Typing, Shorthand etc. Similarly the short term courses that included detergent making, soap making, small articles, simple skills, video/photography, food preservation etc. also entailed a minimum level of qualification.

It was found that in some courses like that of sewing, knitting, etc. where the minimum level of qualification has, so far, not been prescribed, it was found that the neo-literates and other learners of poor literacy background were experiencing difficulties in coming terms to the course and their achievement level was also lower. This view was also shared by most of the resource persons and programme functionaries.

Similarly, another area that was found to be susceptible was the duration of courses. It was found that for all learners, the duration of a course was kept same. It is quite an established fact that the learning capacity of learners vary from one individual to another individual. In this case, when the learners educational/literacy background is not the same their learning capacity is bound to be different in each case. In these circumstances, the problem gets compounded if we prescribe similar durations for all learners. It should be remembered that these are professional courses where the learners has to sell his talent in the open market. If the learners remains shaky and hesitant throughout the period of training period, he or she may end up with disappointment.

Therefore, efforts should be made to identify learners who are found to be weak, for them the duration of course may be released. Another way to is that they may be properly screened or a separate batch of weak learners may be organised which may also help them to overcome their inhibitions.

#### **6.4 Nature of Courses**

It was found that many of the vocational programmes contained both theory and practical classes. However, it was observed that in the courses that were being organised within the campus premises, the resource persons gave emphasis on both, but in the programme conducted outside the institutes premises, the emphasis in practical appeared to be more. The theoretical part was seldom or very little discussed. The subsequent talk with the instructors or resource persons also corroborated our stand and the reason they put

forward was that as the primary function of these programmes was to provide the learners with skills which only emphasis on practicals could provide. This version may appear to be sound, however in the broader perspectives, it is one sided because knowledge of theory is also equally important, in the long run. Thus, it is argued that the learners may also be given theoretical input besides practical exposure.

Further, the evaluating team also encountered some of the resource persons or instructors who have given training only once and were not called thereafter as it was felt that the need to provide such training had exhausted. The consequence of all this was that many a time, experienced resource persons were left out of the fray and were being replaced by people who were not sincere or dedicated to the profession and their main concern was to gain social and political mileage, government proximity etc. what was disappointing was that such type of people were trying to infiltrate the system using unfair means thereby defeating the purpose of vocational programmes.

In some cases, also it was found that after the training duration was complete, the learners or beneficiaries were issued certificates without facing examination. However, in paper they were shown to have appeared in tests. This was in contravention to the rules and guidelines. It is therefore, suggested that either all learners receiving vocational training be absolved from appearing test or strict discipline be enforced to see that all learners after completion of the course appear at the 'test' before being given the certificates. The modalities, of organising test may, however, vary from course to course as some may have only practicals while others may incorporate both theory and practical. For checking the infiltration of non serious resource persons, strict vigil be maintained. The selection of resource persons should be made after screening and a panel of such expert, be prepared.

## **6.5 Certificates Relevance**

The study also found out the learners who have received certificates after completing the course have not got employment in government organisation. A majority of them have set up their own enterprise while some others have got job with private organisations. The interaction with the learners revealed that when the certificate was being issued on behalf of the Ministry of Human Resource Development, it should have due

recognition. However, on the contrary, it was not being recognised in any other government departments or in other countries as well which virtually underlines the scope of programmes.

It is, therefore, suggested the efforts be made to put the certificates issued by the institute at par with the certificates issued by other vocational institutions like I.T.I or to some extent with polytechnics etc. The measure may go a long way not only to improve the institute's overall functioning but also help in alleviating the problem of unemployment.

## **6.6 Follow up Measures**

It was also found that the learners relationship with the institution, functionaries normally get weakened, with the passage of time, to the point of being snapped unless the are constantly revived through efficient follow up measures. In the case of the institute, it was observed that though they have provisions of follow up, however, under this what was being practiced was to provide guidance only to those ex-learners who approach them, seek their guidance through correspondance. While in other government programmes, like the IRDP, DWCRA etc. the beneficiary is provided help, if he requires, in procuring loan, to start his work. Similarly, in DWCRA for the purchase of raw material, a joint account of the learner or beneficiary with the group organiser is opened.

Likewise, no concerted effort were being made to help the ex-learners to market their products by the institution. Therefore, it is suggested that follow up measures needs to be toned up so that beneficiaries be helped, at least, in the formative stages of the vocational rehabilitation. The present follow up service format does not provide the required thrust format deemed necessary for vocationally rehabilitating the learners. In this context is recommended that a separate unit be created in the institute to look after ex-beneficiaries problems related to their vocational rehabilitated. They may be empowered to act, negotiate, and collaborate with other institution to provide necessary support services the ex-learners.

## **6.7 Staff Performance**

The performance of the staff has been analysed in detail, which has been of exceptionally high order. However, when viewed from long term perspectives, especially when the area of working of the institutions has been enlarged, their present strength or number appears to be little towards the lower side. It may be reminded that the task assigned to the programme functionaries various from providing help in making action plan, to forging



alliances with collaborating agencies besides providing supervision services. All these are very critical and important aspects in the overall functioning of the institution. It has, therefore, been felt that if their number is appropriately increased, their overall quality of service would also improve substantially.

**6.8 Evaluation of the Performance of Learners**

The analysis of the performance of learners shows that incidence of absolute failure were 9.9 percent, partial failures were 39.6 percent and absolute success were 50.5 percent. Further, the study of partial failure case show that all of them could not be called unsuccessful cases as it contained learners who could not procure loan, others were students who were determined to setup their own enterprise once they finish up their studies and some had learnt the trade for their own domestic use. Hence it is argued that the role of these institutions needs to be redefined and they also need to come forward to provide necessary assistance to the learners in their process of vocational rehabilitation.

**6.9 Identification Process of Beneficiaries**

The guidelines, clearly states that one of the functionaries of the institutes would to identify appropriate target group areas and the target groups by developing socio-economic profiles. However, in practice, it was discovered that no such exercise was being undertaken by them. On being asked how the learner were being enrolled for selection into the vocational programmes, the programme functionaries reply was that, by and large, the learners them-self come to enquire about the courses because the institution has become quite well known in the area. Further, the list of neo-literates was also provided by the Zilla Saksharta Samiti. Though these measures may help the institute to get list of requisite number of learners for the programme, it is not a truly reflection of the ground realities.

Therefore, it was felt that if the institute, on it own, also starts survey work to identify weak and deprived sections, perhaps their representation in the programme would be more which would go a long way in fulfilling the institution's cherished objectives.

**6.10 Quality of Raw-Material**

The learners, in the course of the vocational training, were also provided raw material. According to a majority of learners, the quantity was not adequate and it was not being supplemented once it got exhausted which affected their routine practice and ultimately

had bearing on their level of achievement. It was also found that the learners who belonged to high castes they did not feel the pinch of it as they could afford to buy it and practice it at home and at training centres. And their achievement level was high.

*Therefore, it was suggested a regular vigil be maintained on the quantity of raw material supplied and if the supply ran short, it should be replenished so that the learners do not get unduly affected. The modalities of re-supplying could be worked out between the learners and the institute.*

Another important aspect related with raw material and its finished product was that the learners produce finished products in the course of learning which were being kept by the institutes and displayed for sale, in the exhibitions, periodically organised by them. It was found that as the marketing possibility of these products was low, they invariably got dumped with the institution, which, over the time, has started creating problem of storing space inside the institute.

In the light of above observation, it is suggested that these products be given back to the learners who may also be told the deficiencies it suffers from and on how to improve it qualitatively. This gesture would also encourage the learners to work even harder to overcome the weakness.

## **6.11 Space Utilisation Pattern**

The analysis revealed that the venue of vocational programmes has been both inside the campus premises as well as outside the campus premises. In the case of programmes that were being organised within the campus premises or were 'in house' training venues, it was observed that, by and large, the problem of space did not figure. Only if a particular course attracted more learners or beneficiaries, the problem of space was felt to some extent. In that case, too much of crowding of classroom created the problem of space, which restricted the movement of both resource persons and learners, that at times affected the quality of teaching.

However, in the case of venue of training being outside the institute's premises, it was observed the problem of space was very much conspicuous. As has already been stated earlier that the institute, in the course of organising extension programmes, hired venues. These venues were either private houses which were procured without being charged rent or

were community centres of some schools. In both the cases the common problem was of providing basic amenities to learners and resource-persons. Further, the parents of the learners were also apprehensive of sending their ward to other people's houses.

It was, therefore, suggested as the programme is very relevant, it should be continued in future. Provision should also be made to establish community centre ward-wise in phased manner. Accordingly a budget for this should be earmarked in their requisition for annual grants. Efforts should be made to equip these centres with adequate rooms, space and necessary basic amenities, separate room for storing raw material, tools and machines etc.

### **6.12 Tools/Equipments**

In the case of tools, it was observed that in most of the courses, the tools were being provided by the institution. However, the problem arose only if the tools started malfunctioning as it was not immediately attended or replaced, which caused a lot of hardship for the learners and his/her learning process got unduly affected. In some courses, like TV mechanics, Refrigeration, AC maintenance, tailoring, knitting etc. the number of mechanics tools provided, were highly inadequate. It was also observed that the learners were given training on machines in batches of fifteen, twenty etc. and the number of machines were hardly two or three. It was estimated that this arrangement hardly gave the learners necessary exposure to develop adequate confidence.

It is, therefore, suggested that the number of tools be increased to strike an optimal ratio between learners and tools. The quality of tools be improved so that incidence of breakdowns and malfunctioning do not crop up now and then and enable the learners to work freely on them. However, in case, of mechanical breakdown or malfunctioning, the fault should be immediately attended. Further, the institute and the collaborating agencies, should jointly discuss the problem and explore avenues to tap. Organisations like Rotary Club, Lions Club etc be approached to provide them necessary help. Similarly, help could also be sought from other social institutions, ex-successful learners etc.

### **6.13 Budget Utilization Pattern**

In the analysis of budget, it was found that the institution, by and large, was breaking out evenly which does not leave much room for undertaking new activities. Further, it was

also observed that the Institute at times was unable to start new courses or innovative programmes on account of lack of finances. Now as the area of these institutions has been enlarged, that expenditure is bound to increase on account of the following reasons:

- (a) to under take survey of new areas, prepare socio-economic profile of the people and identify the target group,
- (b) in the selection of beneficiaries,
- (c) to organise environmental building exercises to sensitise and motivate people to overcome the problem of inhibitions, backwardness etc. that are generally associated with rural areas,
- (d) to organise campaigns and advertisement,
- (e) on communication and supervision activities,
- (f) on hiring resource persons.

Likewise, it was also observed that in the rural areas, the programmes conducted should be such that they promote self employment. Their marketing as well as raw material aspect would have to be taken care off at least in the initial stages of their establishment. It is also a fact that all (revenue) villages do not Panchayat Bhawans therefore, selection of venue, for holding vocational programmes, has to be undertaken carefully. In the event of classes being organised in the evenings, provision of light, potable water, mat for students, etc. has to be arranged. All this regard financial support.

Therefore, it is argued that the financial outlay of the institution be adequately enhanced to enable them to discharge their duties efficiently.

#### **6.14 Service-Conditions**

The service conditions of any organization are the motivating force that guide the overall functioning of the institute. In the case of the institute, it was observed that there service conditions are good. Besides one class four employee who has been offered job on compassionate grounds, the other remaining employees are enjoying all the benefits. They have also have the patronage of their parental body who have provided them land for their residential requirements on subsidised rates. Similarly, a majority of the employees have received promotions.

## **6.15 Functioning of Governing Body**

The highest governing body of the institute is the Board of Management (BOM) which is headed by the Chairman and assisted by other elected members who represent various organisations. The State and Central government also nominate their representatives. The configuration of the body and other body like Executive Committee has been as per the norms laid out in the guidelines of the Ministry of Human Resource Development.

The frequency of meetings, as per the norms of the Ministry of Human Resource Developments, should at least be held twice a year in the normal course. However, there is a provision to call the meeting in case of emergency. The perusal of annual shows that the meetings of BOM have been quite regular which was positive sign. However, regarding the other committees such as the Executive Committee, Central Vigilance Committee, Public Grievance Committee etc. not much has been reported in the annual reports and it is hoped that these committees were performing the duties as per the requirements of the institutions.

It is suggested that a detail account of the working of all committees be given to enable a reviewer to understand the overall working of the institution.

## **6.16 Training and Collaboration**

The institute has also been organising training for its programme functionaries and resource persons to equip and expose them with the latest in the respective areas which is a positive indicator that keeps the institution vibrant.

Further, it also shows that the institute was also organising meetings with collaborating agencies which reflects its proximity and level of understanding with them.

## **6.17 Honorarium & Course Fee Structure**

The analysis of honorarium pattern to resource persons show that it amounts varies with different vocations. However, one common factor emerged from the analysis of the perception of resource persons was that the amount of level of honorarium paid was on the lower side. The majority of resource persons or instructors openly stated that they could have earned more had they not been engaged here. Though providing social service was, probably one of the reasons for joining the institute. Further, it was also revealed that a large proportion of their honorarium was being utilised in commuting to the training centre. Now as

the area of the institute has been enlarged the resource persons are required to provide training to the learners in rural areas also that entails longer travelling and more utilisation of their time. Therefore it is recommended that their honorarium be suitably upgraded.

The study of course fee structure also shows that it varies not only from course to course but also from venue to venue. The charges of the courses organised inside the institutes premises were probably highest, whereas these organised in slums were charged least, which is quite relevant, it is assumed that people living there have low per capital income. However, it is also suggested that in order to encourage more participation from deprived sections, their course charges be further rationalised. The slum area also consist of non deprived sections who could be charged more. This gesture may motivate the people to join the courses and help the institute to fulfill its objective in a more effective way.

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## Distance of Venue of Training from beneficiaries Residence (in Km)

Caste	Below One	1-3	4-6	7-10	10 & above
SC	-	01 (20.0)	-	-	-
OBC	01 (10.0)	01 (20.0)	01 (50.0)	01 (100.0)	-
General	03 (30.0)	03 (60.0)	01 (50.0)	-	02 (100.0)
Muslim	06 (60.0)	-	-	-	-
Christian	-	-	-	-	-
Total	10 (100.0)	05 (100.0)	02 (100.0)	01 (100.0)	02 (100.0)
SC	-	03 (42.9)	-	-	-
OBC	-	-	01 (50.0)	01 (33.3)	-
General	06 (85.7)	04 (57.1)	-	01 (33.3)	01 (100.0)
Muslim	01 (14.3)	-	01 (50.0)	-	-
Christian	-	-	-	01 (33.3)	-
Total	07 (100.0)	07 (100.0)	02 (100.0)	03 (100.0)	01 (100.0)
SC	01 (8.3)	01 (12.5)	-	-	-
OBC	01 (8.3)	-	-	-	-
General	04 (33.3)	03 (37.5)	03 (75.0)	-	-
Muslim	06 (50.0)	04 (50.0)	01 (25.0)	-	-
Christian	-	-	-	-	-
Total	12 (100.0)	08 (100.0)	04 (100.0)	-	-
SC	02 (50.0)	-	-	-	-
OBC	01 (25.0)	02 (16.7)	01 (20.0)	01 (100.0)	-
General	-	06 (50.0)	02 (40.0)	-	01 (100.0)
Muslim	01 (25.0)	03 (25.0)	02 (40.0)	-	-
Christian	-	01 (8.3)	-	-	-
Total	04 (100.0)	12 (100.0)	05 (100.0)	01 (100.0)	01 (100.0)
SC	-	-	02 (33.3)	-	02 (50.0)
OBC	-	02 (40.0)	01 (16.7)	-	01 (25.0)
General	01 (14.3)	02 (40.0)	03 (50.0)	02 (100.0)	-
Muslim	06 (85.7)	01 (20.0)	-	-	-
Christian	-	-	-	-	01 (25.0)
Total	07 (100.0)	05 (100.0)	06 (100.0)	02 (100.0)	04 (100.0)
SC	03 (7.5)	05 (13.5)	02 (10.5)	-	02 (25.0)
OBC	03 (7.5)	05 (13.5)	04 (21.0)	03 (42.8)	01 (12.5)
General	14 (35.0)	18 (48.6)	09 (47.4)	03 (42.8)	04 (50.0)
Muslim	20 (50.0)	08 (21.6)	04 (21.0)	-	-
Christian	-	01 (2.7)	-	01 (14.3)	01 (12.5)
Grand Total	40 (100.0)	37 (100.0)	19 (100.0)	07 (100.0)	08 (100.0)



## Mode of Commuting

Year	Caste	Fair	On foot	Cycle	Others	Total
1996-97	SC	-	01 (6.7)	-	-	01
	OBC	01 (100.0)	02 (13.3)	01 (50.0)	-	04
	General	-	06 (40.0)	01 (50.0)	02 (100.0)	09
	Muslim	-	06 (40.0)	-	-	06
	Christian	-	-	-	-	-
	Total	01 (100.0)	15 (100.0)	02 (100.0)	02 (100.0)	20
1997-98	SC	01 (50.0)	-	02 (40.0)	-	03
	OBC	01 (50.0)	-	01 (20.0)	-	02
	General	-	08 (88.9)	02 (40.0)	02 (50.0)	12
	Muslim	-	01 (11.1)	-	01 (25.0)	02
	Christian	-	-	-	01 (25.0)	01
	Total	02 (100.0)	09 (100.0)	05 (100.0)	04 (100.0)	20
1998-99	SC	-	01 (6.2)	01 (100.0)	-	02
	OBC	-	01 (6.2)	-	-	01
	General	-	06 (37.5)	-	04 (80.0)	10
	Muslim	02 (100.0)	08 (50.0)	-	01 (20.0)	11
	Christian	-	-	-	-	-
	Total	02 (100.0)	16 (100.0)	01 (100.0)	05 (100.0)	24
1999-00	SC	-	02 (16.7)	-	-	02
	OBC	03 (60.0)	02 (16.7)	-	-	05
	General	02 (40.0)	03 (25.0)	02 (100.0)	02 (50.0)	09
	Muslim	-	04 (33.3)	-	02 (50.0)	06
	Christian	-	01 (8.3)	-	-	01
	Total	05 (100.0)	12 (100.0)	02 (100.0)	04 (100.0)	23
2000-01	SC	01 (16.7)	-	01 (33.3)	02 (66.7)	04
	OBC	02 (33.3)	02 (16.7)	-	-	04
	General	03 (50.0)	03 (25.0)	02 (66.7)	-	08
	Muslim	-	07 (58.3)	-	-	07
	Christian	-	-	-	01 (33.3)	0
	Total	06 (100.0)	12 (100.0)	03 (100.0)	03 (100.0)	24
	SC	02 (12.5)	04 (6.2)	04 (30.7)	02 (11.1)	12
	OBC	07 (43.8)	07 (10.9)	02 (15.4)	-	16
	General	05 (31.2)	26 (40.6)	07 (53.9)	10 (55.5)	48
	Muslim	02 (12.5)	26 (40.6)	-	04 (22.2)	32
	Christian	-	01 (1.6)	-	02 (11.1)	03
	Grand Total	16 (100.0)	64 (100.0)	13 (100.0)	18 (100.0)	111

## Annexure

### Expenditure Incurred on different items by Beneficiary for Availing Training

Caste	For Registration	For Raw Material	For Certificates	Other	Total
SC	01 (6.7)	-	-	-	01
OBC	03 (20.0)	01 (25.0)	-	-	04
General	05 (33.3)	03 (75.0)	-	01 (100.0)	09
Muslim	06 (40.0)	-	-	-	06
Christian	-	-	-	-	-
Total	15 (100.0)	04 (100.0)	-	01 (100.0)	20
SC	03 (25.0)	-	-	-	03
OBC	02 (16.7)	-	-	-	02
General	05 (41.7)	07 (87.5)	-	-	12
Muslim	01 (8.3)	01 (12.5)	-	-	02
Christian	01 (8.3)	-	-	-	01
Total	12 (100.0)	08 (100.0)	-	-	20
SC	02 (20.0)	-	-	-	02
OBC	-	01 (7.1)	-	-	01
General	06 (60.0)	04 (28.6)	-	-	10
Muslim	02 (20.0)	09 (64.3)	-	-	11
Christian	-	-	-	-	-
Total	10 (100.0)	14 (100.0)	-	-	24
SC	02 (16.7)	-	-	-	02
OBC	04 (33.3)	01 (10.0)	-	-	05
General	05 (41.7)	04 (40.0)	-	-	09
Muslim	-	05 (50.0)	-	01 (100.0)	06
Christian	01 (8.3)	-	-	-	01
Total	12 (100.0)	10 (100.0)	-	01 (100.0)	23
SC	02 (16.7)	02 (18.2)	-	-	04
OBC	03 (25.0)	01 (9.1)	-	-	04
General	03 (25.0)	04 (36.4)	-	01 (100.0)	08
Muslim	03 (25.0)	04 (36.4)	-	-	07
Christian	01 (8.3)	-	-	-	01
Total	12 (100.0)	11 (100.0)	-	01 (100.0)	24
SC	10 (16.4)	02 (4.2)	-	-	12
OBC	12 (19.7)	04 (8.5)	-	-	16
General	24 (39.3)	22 (46.8)	-	02 (75.0)	48
Muslim	12 (19.7)	19 (40.4)	-	01 (25.0)	32
Christian	03 (4.9)	-	-	-	03
Grand Total	61 (100.0)	47 (100.0)	-	03 (100.0)	111

## Motive of the Beneficiaries for Learning the Trade

Caste	Business	Domestic Work	Service	Certificates	Other
SC	01 (6.2)	-	-	-	-
OBC	04 (25.0)	-	-	-	-
General	05 (31.2)	02 (100.0)	02 (100.0)	-	-
Muslim	06 (37.5)	-	-	-	-
Christian	-	-	-	-	-
Total	16 (100.0)	02 (100.0)	02 (100.0)	-	-
SC	03 (21.4)	-	-	-	-
OBC	01 (7.1)	01 (16.7)	-	-	-
General	08 (57.1)	04 (66.7)	-	-	-
Muslim	02 (14.3)	-	-	-	-
Christian	-	01 (16.7)	-	-	-
Total	14 (100.0)	06 (100.0)	-	-	-
SC	02 (12.5)	-	-	-	-
OBC	-	01 (16.7)	-	-	-
General	06 (37.5)	03 (50.0)	01 (50.0)	-	-
Muslim	08 (50.0)	02 (33.3)	01 (50.0)	-	-
Christian	-	-	-	-	-
Total	16 (100.0)	06 (100.0)	02 (100.0)	-	-
SC	02 (10.0)	-	-	-	-
OBC	05 (25.0)	-	-	-	-
General	07 (35.0)	01 (100.0)	01 (100.0)	-	-
Muslim	05 (25.0)	-	-	-	01 (100.0)
Christian	01 (5.0)	-	-	-	-
Total	20 (100.0)	01 (100.0)	01 (100.0)	-	01 (100.0)
SC	04 (19.0)	-	-	-	-
OBC	03 (14.3)	01 (50.0)	-	-	-
General	08 (38.1)	-	-	-	-
Muslim	05 (23.8)	01 (50.0)	-	-	01 (100.0)
Christian	01 (4.8)	-	-	-	-
Total	21 (100.0)	02 (100.0)	-	-	01 (100.0)
SC	12 (13.8)	-	-	-	-
OBC	13 (14.9)	03 (17.6)	-	-	-
General	34 (39.1)	10 (58.8)	04 (80.0)	-	-
Muslim	26 (29.9)	03 (17.6)	01 (20.0)	-	02 (100.0)
Christian	02 (2.3)	01 (5.9)	-	-	-
Grand Total	87 (100.0)	17 (100.0)	05 (100.0)	-	02 (100.0)